

**FOSTERING EFL STUDENTS' WRITING ENGAGEMENT WITH
QUILLBOT AS AN AI-POWERED WRITING ASSISTANT**

THESIS



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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2024

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QUILLBOT AS AN AI-POWERED WRITING ASSISTANT**

THESIS

Submitted to Fulfill the Thesis on the Undergraduate Program English Education
Department in Faculty of Education and Teacher Training, Maulana Malik
Ibrahim State Islamic University Malang



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Assalamu'alaikum Wr. Wb

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MOTTO

“You’re doing fine. Sometimes you’re doing better, sometimes you’re doing worst, but at the end, its’ you. So, I just want you to have no regrets. I want you to feel yourself grow and I just want you to also love yourself”

~Mark Lee~

THESIS DEDICATION

I want to dedicate my thesis to myself. Thanks for your struggle to finish this thesis and all your effort in completing this phase. Importantly, I dedicate this thesis to my loving parents, who continuously provide the best prayers, materials, support, and encouragement to make it possible for me to do this work. I also dedicate this thesis to all my family and friends, whom I cannot mention individually, who have provided support, motivation, prayers, and enthusiasm and always helped each other when preparing this thesis.

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Alhamdulillah, all praises be to Allah, the Lord of the universe, for all blessings and mercies. Hence, the writer was able to finish this thesis entitled “Fostering EFL Students’ Writing Engagement with QuillBot as an AI-Powered Writing Assistant.” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

The writer is sure this thesis would not have been completed without the help, support, and suggestions of several sides. Thus, the researcher would like to express her deepest thanks to those who had helped, supported, and suggested her while writing this thesis. The researcher would like to deliver her special gratitude to:

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LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin translation in this thesis uses translation guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia number 158 of 1987 and number 0543b/U/1987 which can be described, as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long vocal (a) = â

Long vocal (i) = î

Long vocal (u) = û

C. Diphthong Vocal

أو = aw

أي = ay

أُو = ũ

إي = î

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LIST OF ABBREVIATIONS

Abbreviation	Meaning
A	Agree
D	Disagree
N	Neutral
SA	Strongly Agree
SD	Strongly Disagree
EFL	English as a Foreign Language
AI	Artificial Intelligence
P1	Participant 1
P2	Participant 2
P3	Participant 3
P4	Participant 4
P5	Participant 5
P6	Participant 6

ABSTRAK

Thoyyibah, Alfi. 2024. Membina Keterlibatan Menulis Siswa EFL dengan QuillBot sebagai Asisten Menulis Bertenaga AI. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Wahyu Indah Mala Rohmana, M.Pd.

Kata kunci: Penulisan paragraf, Keterlibatan siswa, QuillBot, AI (Kecerdasan Buatan)

Menulis adalah aspek yang menantang dalam belajar bahasa Inggris, terutama bagi siswa Bahasa Inggris sebagai Bahasa Asing (EFL). Mahasiswa S1 di Indonesia mengalami kesulitan dalam menulis paragraf, esai, dan dokumen akademis lainnya karena beberapa faktor, termasuk kurangnya keterlibatan, ketakutan akan kesalahan, hambatan bahasa, dan kurangnya latihan. Keterlibatan siswa sangat penting untuk meningkatkan kemampuan menulis, karena partisipasi aktif menumbuhkan lingkungan belajar yang positif. Mengintegrasikan teknologi, khususnya alat bantu AI seperti QuillBot, dapat meningkatkan keterlibatan siswa dan meningkatkan keterampilan menulis.

Penelitian ini bertujuan untuk (1) mengetahui cara QuillBot menumbuhkan dan memfasilitasi keterlibatan mahasiswa dalam mata kuliah menulis paragraf, (2) mengetahui aspek keterlibatan mahasiswa yang paling dominan di antara keterlibatan emosional, perilaku, dan kognitif dalam mata kuliah menulis paragraf dengan QuillBot, (3) mengetahui tantangan yang dihadapi mahasiswa dalam mengembangkan tulisan dengan QuillBot.

Dalam penelitian ini, peneliti menggunakan metode campuran dengan desain sekuensial eksploratori atau desain eksploratori dengan melakukan observasi, menyebarkan kuesioner, melakukan wawancara semi-terstruktur secara mendalam, dan menganalisis data kualitatif dan kuantitatif secara terpisah. Subjek pertama dalam penelitian ini adalah satu orang dosen yang mengajar mata kuliah menulis paragraf di kelas A di Jurusan Pendidikan Bahasa Inggris. Subjek kedua dalam penelitian ini adalah mahasiswa Jurusan Pendidikan Bahasa Inggris, khususnya yang terdaftar pada semester 2 tahun ajaran 2023-2024, di Kelas A.

Studi ini menemukan bahwa sebagian besar siswa EFL dibina dan difasilitasi keterlibatan mereka secara emosional, perilaku, dan kognitif. Empat faktor utama yang berkontribusi dalam hal ini adalah kemudahan penggunaan, fitur yang membantu, peningkatan motivasi dan kepercayaan diri, serta peningkatan kemampuan menulis.

Berdasarkan data statistik, aspek yang paling dominan adalah keterlibatan emosional, dengan skor 86% yang dikategorikan sangat tinggi. Kemudian keterlibatan kognitif dengan skor 82% yang dikategorikan sangat tinggi. Diikuti dengan keterlibatan perilaku dengan skor 79% yang dikategorikan tinggi. Siswa menghadapi dua jenis tantangan saat mengembangkan tulisan mereka dengan QuillBot: internal dan eksternal. Tantangan internal meliputi ketidaktahuan tentang QuillBot, dan tantangan eksternal meliputi ketidaktepatan umpan balik dan masalah teknis.

الخلاصة

طيبة ، أ.ف. 2024. تعزيز مشاركة طلاب اللغة الإنجليزية كلغة أجنبية في الكتابة مع قوالب كمشاع كتاب مدوم الذكاء الاصطناعي. أطروحة، قسم التربية الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المستشار: واهيو إنداه مالا روهمانا ، عضو البرلمان

الكلمات المفتاحية: كتابة الفقرة ، مشاركة الطلاب ، قوالب ، الذكاء الاصطناعي (الذكاء الاصطناعي)

الكتابة هي جانب صعب من تعلم اللغة الإنجليزية ، وخاصة لطلاب اللغة الإنجليزية الأجنبية (EFL).

يجد الطلاب الجامعيون الإندونيسيون صعوبة في كتابة الفقرات والمقالات والمستندات الأكاديمية الأخرى بسبب عدة عوامل ، بما في ذلك عدم المشاركة والخوف من الأخطاء وحواجز اللغة ونقص الممارسة. تعد مشاركة الطلاب أمرا بالغ الأهمية لتحسين مهارات الكتابة ، حيث تعزز المشاركة النشطة بيئة تعليمية إيجابية. يمكن أن يؤدي دمج التكنولوجيا ، لا سيما أدوات الذكاء الاصطناعي مثل قوالب ، إلى تعزيز مشاركة الطلاب وتحسين مهارات الكتابة.

تهدف هذه الدراسة إلى (1) معرفة الطريقة التي يعزز بها قوالب ويسهل مشاركة الطلاب في دورة كتابة الفقرة ، (2) معرفة الجانب الأكثر هيمنة في مشاركة الطلاب بين الارتباطات العاطفية والسلوكية والمعرفية في دورة كتابة الفقرة مع قوالب ، (3) معرفة تحديات الطلاب في تطوير الكتابة باستخدام قوالب.

استخدم الباحث في هذه الدراسة الأسلوب المختلط مع التصميم التتابعي الاستكشافي أو التصميم الاستكشافي من خلال إجراء الملاحظات وتوزيع الاستبيانات وإجراء المقابلات شبه المنظمة المتعمقة وتحليل البيانات النوعية والكمية بشكل منفصل. كان الموضوع الأول في هذه الدراسة هو أحد المحاضرين الذين قاموا بتدريس دورة كتابة الفقرة في فصل دراسي في قسم تعليم اللغة الإنجليزية. كانت المواد الثانوية في هذه الدراسة هي طلاب قسم التربية الإنجليزية وتحديداً الملحقين بالفصل الدراسي الثاني من العام الدراسي ٢٠٢٣-٢٠٢٤ ، ضمن الفئة أ.

وجدت هذه الدراسة أن معظم طلاب اللغة الإنجليزية كلغة أجنبية تم تعزيزهم وتسهيل مشاركتهم عاطفياً وسلوكياً ومعرفياً. ساهمت أربعة عوامل رئيسية في ذلك: سهولة الاستخدام ، والميزات المفيدة ، وزيادة الدافع والثقة ، وتعزيز مهارات الكتابة. استناداً إلى البيانات الإحصائية ، فإن الجانب الأكثر هيمنة هو المشاركة العاطفية ، مع تصنيف ٦٨٪ على أنها عالية جداً. ثم تم تصنيف المشاركة المعرفية بدرجة ٢٨٪ على أنها عالية جداً. تليها المشاركة السلوكية بدرجة ٩٧٪ مصنفة على أنها عالية. واجه الطلاب نوعين من التحديات عند تطوير كتاباتهم باستخدام قوالب: داخلي وخارجي. تشمل التحديات الداخلية عدم الإلمام بـ قوالب ، وتشمل التحديات الخارجية عدم دقة التعليقات والمشكلات الفنية.

ABSTRACT

Thooyibah, Alfi. 2024. Fostering EFL Students' Writing Engagement with QuillBot as an AI-Powered Writing Assistant. Thesis, English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University Malang. Advisor: Wahyu Indah Mala Rohmana, M.Pd.

Keywords: Paragraph writing, Students' engagement, QuillBot, AI (Artificial Intelligence)

Writing is a challenging aspect of learning English, especially for English Foreign Language (EFL) students. Indonesian undergraduate students find it difficult to write paragraphs, essays, and other academic documents due to several factors, including lack of engagement, fear of mistakes, language barriers, and lack of practice. Student engagement is crucial for improving writing skills, as active participation fosters a positive learning environment. Integrating technology, particularly AI tools like QuillBot, can enhance students' engagement and improve writing skills.

This study aims to (1) knowing the way QuillBot foster and facilitate the students' engagement in paragraph writing course, (2) knowing the most dominant aspect of students' engagement between emotional, behavioral, and cognitive engagements in paragraph writing course with QuillBot, (3) knowing students' challenges in developing writing with QuillBot.

In this study, the researcher used mixed-method with an exploratory sequential design or exploratory design by conducting observations, distributing questionnaires, conducting in-depth semi-structured interviews, and analyzing qualitative and quantitative data separately. The first subject in this study was one lecturer who taught a paragraph writing course in A class on the English Education Department. The secondary subjects in this study were the English Education Department students specifically those enrolled in the 2nd semester of the 2023-2024 academic year, within A class.

This study found that most EFL students were fostered and facilitated their engagement emotionally, behaviorally, and cognitively. Four key factors contributed to this: ease of use, helpful features, increased motivation and confidence, and enhanced writing skills. Based on the statistical data, the most dominant aspect is emotional engagement, with a score of 86% categorized as very high. Then cognitive engagement with a score of 82% categorized as very high. Followed by behavioral engagement with a

score of 79% categorized as high. Students faced two types of challenges when developing their writing with QuillBot: internal and external. Internal challenges include unfamiliarity with QuillBot, and External challenges include feedback inaccuracy and technical problems.

CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents the background of the study, research question, objective of the study, significance of the study, scope and limitations, and definition of key terms.

1.1. Background

Writing is a challenging aspect of learning English, especially for English Foreign Language (EFL) students (Maharani, 2018). According to Faller (2018), writing is a challenging activity requiring a wide range of linguistic and cognitive abilities. Writing differs from speaking and is a productive skill that cannot be used right away for communication because it takes more resources, time, and formality to generate. However, writing can be used as a medium of communication. This notion of writing can be communicating media is in line with the Quran verse of Al-A'raf Verse 154:

﴿وَلَمَّا سَكَتَ عَنْ مُوسَى الْغَضَبُ أَخَذَ الْأَلْوَابِحَ ۗ وَفِي نُسُخَتِهَا هُدًى وَرَحْمَةٌ لِلَّذِينَ هُمْ لِرَبِّهِمْ يَرْتَهِبُونَ ﴿١٥٤﴾﴾

And when the anger subsided in Moses, he took up the tablets; and in their inscription was guidance and mercy for those who are fearful of their Lord. (Al-A'raf:54)

In this verse, Allah SWT gives His guidance and mercy by writing. Thus, we can use writing to convey valuable information based on our intentions.

Writers must utilize pens or computers to express themselves, spend time considering how to develop their thoughts, and assess if the written language is precise, acceptable, and logical. These factors make writing the most challenging skill to learn. Writing requires a complex ability to put thoughts and feelings into

words, and students frequently find it one of the most difficult components of learning a new language (Meiningsih, 2021). Due to the difficulty of writing in English, students frequently plagiarize or unintentionally make spelling, grammatical, and punctuation errors in writing (Fitria, 2018). A lot of practice is required while writing essays or paragraphs; the writer needs to understand terminology, paraphrase, and structured language in order to write effectively (Fitria, 2018, 2019).

The problems in students' writing originate from their lack of thought about the type of essay they will write and their inability to follow the proper procedures for gathering appropriate resources for their assignments. This lack of consideration often leads to poorly structured and inadequately researched. Students are only concerned with the grades they will receive over the actual process of developing their writing skills (Aragón et al., 2013). As a result, their focus on obtaining high grades reduced their engagement with assignment content and learning objectives. Furthermore, this emphasis on grades reduced their willingness to explore diverse perspectives and engage critically with the subject matter.

Writing paragraphs, essays, and other academic documents for Indonesian undergraduate students is still difficult (Junaidi et al., 2022). It is caused by several reasons, including fear of making mistake, language barriers, and lack of practice. However, one of the most important factors is students' participation in the teaching and learning process. Meanwhile, most teachers do not dismiss its significance for students' learning outcomes. Therefore, the issue with students' writing is more than just about what and how to write; it is also about making the learning process more interesting.

Student engagement is important in language teaching and learning (Abas, 2015). They invest their time and energy into completing their projects and participating fully in learning. While they encounter and overcome challenges during the learning process, they have an enthusiasm for learning and working on the learning materials, and they express satisfaction when they have completed their assignment (De Oliveira, 2012). As a result, student engagement can boost successful student outcomes, including good grades and student satisfaction, as well as positive attitudes and actions that give students an overwhelming sense of community (Abas, 2015). Lack of student engagement often occurs in the teaching and learning process. So, in the learning environment, the teacher and students must engage in the class activities.

According to Zepke and Leach (2010), immersing students in the active learning process helps to establish a positive learning environment and fosters student engagement in the learning process. Students' active participation in the learning process helps create a conducive learning environment, leading to enhanced interest and engagement with the subject matter. Additionally, Nelson (2016) highlights the critical role of intrinsic motivation in driving students' desire to learn and progress in their education independently. When students are genuinely interested, curious, and passionate about what they are learning, they are more likely to be motivated to pursue knowledge and skills beyond the classroom. In essence, a student's level of engagement reflects their interest, curiosity, and motivation to learn, which are vital components of effective and meaningful learning experiences. Since engagement is based on the interaction between individuals and their environments; the quality of this connection is critical for maintaining engagement (Nurisma et al., 2024).

Fredricks et al. (2004) divided student engagement into three categories: behavioral engagement, which is student participation such as being active in the class, following the rules, and attendance; emotional engagement, which includes responses from students to their schools, teachers, and friends; and cognitive engagement, which is an effort made to comprehend and master challenging material. According to Barkley (2010), motivation and active learning are two aspects that interact to determine how engaged students are. The intercept between expectation and value is what determines motivation. At the same time, factors contributing to student engagement include perceived usefulness, perceived ease of use, instructional presence, and self-efficacy (Jung and Lee, 2018). Additionally, there is a link between student satisfaction and involvement (Garnham and Betts, 2018).

Although there is no one perfect approach to engage every learner all the time, it is possible to engage the learners for the time using various strategies and methods. Numerous learning tools available in 21st century learning can be used to support teaching and learning activities. Technology offers the chance to enhance learner engagement and empower instruction. According to Schindler et al. (2017), technology can significantly support and improve student engagement. It now plays a crucial role in higher education, impacting students, campuses, and instructional strategies (Bond et al., 2020).

The potential of technology to improve Indonesian education was acknowledged when Indonesia hosted the G20 meeting in 2022 (Kemendikbud, 2022). Thus, it is essential to include technology in education, particularly in English teaching and learning. Technology can support English teaching and learning more conveniently for teachers and students. Furthermore, technology integration in English teaching and learning can facilitate personalized learning

experiences, cater to diverse learning styles, and foster collaborative and interactive learning environments. Therefore, English instructors and students may benefit from the available learning resources by using technology (Arif & Handayani, 2022).

There is a greater emphasis on using technology and AI (artificial intelligence) as tools or media for learning English, one of which is writing abilities. AI-based technology may motivate students to write by making it simple to provide instructions for writing (Gayed et al., 2022). QuillBot, DeepL, Google Translate, ChatGPT, and other tools are from the popular artificial intelligence (AI) field to assist in academic writing (Chen, 2023). English instructors and students could use the right technological resources in the writing classroom. As a result, technology and AI help students who struggle with writing.

Quillbot is an AI-powered online tool that can assist students in evaluating their writing by automatically summarizing, paraphrasing, checking for grammar, translating, checking for plagiarism, and creating citations. QuillBot is available in two versions: free and premium. The maximum number of characters that can be paraphrased simultaneously in the free version is 125. In addition, the free version of QuillBot only provides the standard and fluency modes. According to Chapelle and Sauro (2017), this application has earned the trust of educators, writers, bloggers, students, and others. QuillBot is one alternate tool for students to aid them in writing English. It was supported by the study of Amanda et al. (2023) that students have a lot of positive perceptions of using QuillBot in improving writing, and they found advantages in QuillBot that are very helpful to students. Even though they only use the free or unpaid version of QuillBot, students claimed it had several benefits, including paraphrasing phrases, identifying grammar and

punctuation problems, and doing various other things. With QuillBot, they may reduce writing errors and enhance their writing abilities because of its features.

In recent years, studies about integrating QuillBot in writing have been conducted by some researchers. Amanda et al. (2023) found that students have positive opinions about using QuillBot to enhance their writing skills. Additionally, students identified various benefits and advantages of using QuillBot that they found particularly helpful. Similarly, research conducted by Kurniati and Fithriani (2022) found that Post-Graduate showed positive responses to using Quillbot to enhance the quality of their writing. Additionally, the study identified three main benefits of using Quillbot: it improved students' attitudes toward writing, offered a range of user-friendly writing features, and contributed to developing their language skills. Some findings above also in line with Syahnaz and Fithriani (2023), who said students responded positively to using QuillBot for academic writing purposes. In addition, they identified three key benefits of using QuillBot: it assists in improving content or arguments, reduces grammatical errors, and enhances language proficiency in manuscripts. Nurmayanti and Suryadi (2023) finding is also in line with the three findings above, stating that students gave positive opinion about QuillBot in rephrasing text, allowed them to rephrase content while preserving the original meaning as well as QuillBot provide significant advantages for creating scientific papers. The studies above showed that students responded positively to QuillBot because it is a helpful application and can improve writing.

Another researcher also investigated QuillBot features, such as Fitria (2021), who found that the paraphrasing tool provided by QuillBot could be an alternative for students when they had difficulty manually paraphrasing written English. Furthermore, the same researcher Fitria (2022), also reviewed the use of

QuillBot to paraphrase students' scientific writing in avoiding plagiarism. Moreover, other research discovered the correlation between learners' engagement and perception on the use of online tools (one of the tools used is QuillBot) towards students writing shows there is considerable and an extremely high degree association between students' level of involvement and perceptions of students' essay writing abilities (Junaidi et al., 2022). The studies above mostly showed the effectiveness or review of QuillBot features, especially the paraphrasing tool. However, limited studies have addressed QuillBot with students' engagement, and few studies have revealed the most dominant aspect of students' engagement when QuillBot was integrated. Thus, by knowing how QuillBot affects student engagement as well as knowing the most dominant aspects of engagement, educators can optimize the use of QuillBot to improve student participation and learning outcomes. In addition, it can also guide the development of more effective technology-based learning strategies, such as integrating of AI tools in the curriculum, that can improve student engagement, motivation, and understanding.

1.2. Research Question

Based on the background above, the researcher formulates the research questions as follows:

1. How is EFL students' engagement in the implementation of QuillBot in paragraph writing course?
2. Which aspect of students' engagement is the most dominant between emotional, behavioral, and cognitive engagement in paragraph writing course with QuillBot?
3. What challenges did the students face in developing their writing with QuillBot?

1.3. Objective of the Study

Based on the research questions, this study aims to:

1. To find out the way QuillBot foster and facilitate the students' engagement in paragraph writing course.
2. To find out the most dominant aspect of students' engagement between emotional, behavioral, and cognitive engagements in paragraph writing course with QuillBot.
3. To identify students' challenges in developing writing with QuillBot.

1.4. Significance of the Study

The finding is expected to contribute significantly, whether theoretical or practical matters to the EFL students, the lecturer, and the further researcher.

1. For EFL students, this research provides some information about the implementation of QuillBot to foster and facilitate the students' engagement in paragraph writing course. It also provides a detailed analysis of students' emotional, behavioral, and cognitive engagement and how students deal with the challenges when using QuillBot. Additionally, students are expected to be more enthusiastic, motivate, and engage in paragraph writing course.
2. For the lecturer, this research is beneficial in giving information about how to foster and facilitate the students' engagement in paragraph writing by implementing QuillBot, so that the lecturer can use it as a reference to help them when teaching writing in the class.
3. This research can be a reference for those who are interested in a similar topic for further research.

1.5. Scope and Limitations of the Study

1. The scope of this study is focused on the implementation of QuillBot to foster and facilitate EFL students' engagement in paragraph writing. Furthermore, this study provides information about the most dominant aspect of students' emotional, behavioral, and cognitive engagement and how students deal with the challenges when using QuillBot.
2. The limitation of this research is EFL students in the English Education Department at Islamic State University in Malang in the second semester because they have a paragraph writing course.

1.6. Definition of Key Term

In this study, the researcher has several key terms to define. Those are as follows:

1. QuillBot

QuillBot is an AI-powered online application that summarizes long paragraphs, detect and prevent plagiarism, and rephrase words and sentences to increase writing clarity and professionalism. It has two versions: free and premium. In this research, the researcher will use the QuillBot free version.

2. AI-Powered Writing Assistant

It refers to tools that use artificial intelligence technology to help with different writing process tasks. These tools offer numerous features and functionalities, including grammar and spell-checking, style recommendations, content optimization, and plagiarism detection.

3. Students' Writing Engagement

It refers to student interest in writing as evidenced by their emotional, behavioral, and cognitive aspects. One strategy for increasing students' writing engagement is incorporating technological resources into language teaching and learning.

CHAPTER II

LITERATURE REVIEW

This chapter presents some theories related to the topic used to answer and strengthen the problem discussed in the research. It consists of QuillBot as an AI-powered writing assistant, EFL students' writing engagement, the challenges faced in developing writing with QuillBot, and previous studies.

2.1 QuillBot as an AI-Powered Writing Assistant

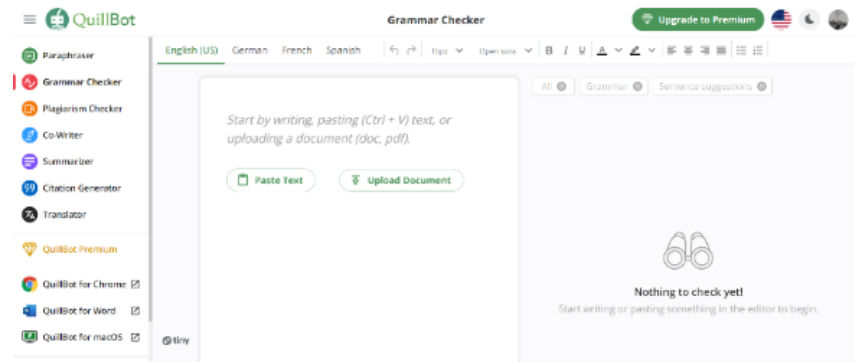
Quillbot is an AI-powered online tool that can assist students in assessing their writing by doing tasks like summarizing, citation generation, grammar and spell checking, translating, and paraphrasing automatically based on an online system (Amanda et al., 2023). QuillBot is better known as an online paraphrasing app because the QuillBot paraphrasing feature is the one most often used by writers. Dale (2020) claims QuillBot is the most widely used free paraphrasing tool. Since a well-written paper does not contain any plagiarism, QuillBot assists writers by swiftly paraphrasing quotes from other authors to support their arguments, and using this tool is easy.

Three computer science students, David Silin, Anil Jason, and Rohit Gupta, established QuillBot in 2017. Since then, they have been enhancing the product's quality every day and introducing new features (Kusuma, 2020). According to Williams and Davis (2017), QuillBot is an online tool that may summarize lengthy sentences, enhance grammar to make writing more precise, and paraphrase text to prevent plagiarism. It has been reported that this application will benefit students, authors, bloggers, educators, and others (Chapelle and Sauro, 2017).

2.1.1 Types and Features of QuillBot Free Version

According to Amanda et al. (2023), two versions of Quillbot are available: the premium version and the free version. The free version of QuillBot can only use the Standard and Fluency writing styles, and it has a character restriction of 125 characters for paraphrasing at once. QuillBot has several capabilities, such as a summarizer, citation generator, paraphraser, co-writer, grammar and plagiarism checker, and translator. QuillBot free version view is shown in picture 2.1

Figure 2. 1 QuillBot Free Version



Furthermore, the features offered by QuillBot free version are shown in the table below:

Table 2. 1 The Features of QuillBot Free Versions

No	Features	Sub-Features	Function
1.	Paraphraser	Standard mode	Changing the text while maintaining the originality and the actual meaning of the text.
		Fluency mode	Making the text less modified to look more natural and emphasize correct English grammar.
2.	Grammar Checker	-	Points out and underlines all grammatical errors and provides options for correcting them.
3.	Plagiarism Checker	-	-

4.	Co-Writer	-	Take a notes
5.	Summarizer	-	Summarize a long article or paragraph
6.	Citation Generator	-	Create a citation from webpage, journal article, or book.
7.	Translators	-	Translate sentences or paragraphs into various languages.

2.2 EFL Students' Writing Engagement

2.2.1 Writing

Similar to other language abilities, writing is regarded as crucial language ability. It is the ability to provide a space for individuals to voice their thoughts, emotions, and opinions, especially when expressed in writing. According to Langan (2010), writing is not a process that happens automatically. Writing is not a talent or skill you are born with; it takes lots of practice to become proficient. Even those with extraordinary writing skills cannot write well directly. Writing practice must be done frequently, as is a strong desire to become a better writer.

Writing is crucial to studying English, even though most students dislike writing classes. On the other hand, students who write well can land a decent career. Currently, many offices and international businesses want someone with advanced writing abilities to assist them in creating contracts or other documents in English. Huy (2015) stated that writing is essential for college and university success. Additionally Troia (2014) stated that writing is essential to a student's academic performance.

Based on the explanation above, the researcher concludes that writing is a crucial language skill that allows individuals to express their thoughts, emotions, and opinions. It is not a natural talent but requires practice and a strong desire to improve. Writing is also essential for

academic performance; therefore, it has benefits both in and outside the university environment.

2.2.1.1. The Component of Writing

Various elements must be considered for writing to be transferred and understood by readers. Weigle (2002) asserted that writing consists of five elements. They are language use, vocabulary, organization, content, and mechanics. Each criterion will be addressed in detail below:

a) Language Use

In other words, language use is a Grammar. Writing descriptions and other types of writing that involve precise language and grammatical points are examples of language use.

b) Vocabulary

This term refers to the capacity of EFL students to create and comprehend sentences using words. Students with a greater vocabulary have more chances to write well, whereas students with a smaller vocabulary find it difficult to communicate their ideas.

c) Organization

Organization refers to a writer's systematic arrangement of thoughts or messages in writing, ensuring a comprehensive generic structure that is sequentially structured.

d) Content

The term "content" describes the ideas, facts, and developments that make up the writing, such as the thesis statement, main concept, and supporting details.

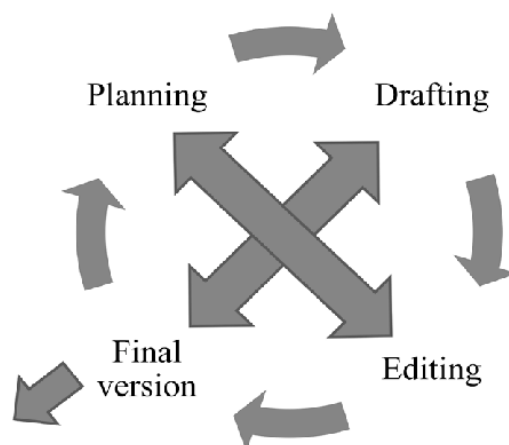
e) Mechanic

Mechanics include spelling, capitalization, punctuation, and paragraphing, which must be examined since they might affect writing output.

2.2.1.2. The Process of Writing

Writing is a process that must be followed to generate good writing. Harmer (2004) provides his thoughts on the stages of the writing process. The writing process consists of at least three stages. The following stages are included in the stages of writing, according to Harmer (2004), and are condensed into the picture below:

Figure 2. 2 The Process Wheel of Writing



a) Planning

Writers plan their writing by considering three main issues: purpose, audience, and content structure. These issues determine the sequence of facts, ideas, and arguments included.

b) Drafting

Drafting is the initial version of a written piece, requiring writers to focus on developing thoughts, organizing ideas, and expressing their plans in a text.

c) Editing

The editing stage involves writers reflecting and revising their work, either by other readers or by themselves, ensuring the appropriateness of their writing's ideas, information, and grammatical structures.

d) Final version

The final writing version is prepared for sending to the intended audience, teachers, or lectures. It may differ significantly from the plan due to editing changes and can be edited to remove unnecessary information.

2.2.1.3. The Difficulties of Writing

Writing takes time to complete. Typically, when EFL students begin to develop a topic, they encounter certain challenges. Some obstacles that students frequently face such as the first obstacle is psychological problems such as lack of motivation, lack of self-confidence, and writing anxiety are some challenges that faced by students (Octaviana, 2016). Students who are unmotivated in a certain learning environment will become disinterested in learning how to write, misbehave, and have issues with discipline. On the other hand, highly motivated students will participate or be active in the learning environment and get more attention to their learning situation.

The second obstacle is linguistic problems such as difficulties with grammar, vocabulary, language use, and phrase choice. One reason for the limited variety of words could be difference between English and Indonesian. Students in Indonesia use a limited variety of English words and expressions when translating despite having good grammar knowledge. Therefore, many students still make grammatical errors, with subject-verb agreement being the most common issue (Afrin, 2016).

The last obstacle is cognitive problems, including a lack of available writing resources, extensive reading, and training and practice. Therefore, teachers should be acquainted with using technology in the classroom to help the students with

different learning styles learn efficiently. Students will be enthusiastic about continuing their writing because they can explore ideas for their writing.

2.2.2 Student Engagement

Students' engagement in learning is critical to establishing dynamic, creative, and enjoyable learning environments in which the specified learning objectives may be achievable to the maximum. According to Robinson and Hullinger (2008), student engagement is also a sign of the quality of education and whether or not active learning occurs in the classroom. Students are engaged when they are given the chance to voice their opinions to contribute to their learning (Chavez and Romero, 2012). This is in line with the statement by Nakamaru (2011) that student engagement is defined as the students' active contribution of time, effort, and ideas to learning activities. Without students' engagement and activeness, there can be no learning process, and the quality of teaching is also important because each student has different learning styles (Thum, 2019). Additionally, Lopez et al. (2010) define student engagement as the interest and enthusiasm for learning and how it affects behaviour and academic achievement. Affective (or emotional), behavioral, and cognitive engagement are the three distinct components of student engagement (Manzano-León et al., 2021; Wang et al., 2014).

2.2.2.1 Three Aspect of Student Engagement

According to the explanation provided by Fredricks et al. (2004), their literature review categorizes student engagement into three categories, namely:

a) Emotional Engagement

Emotional engagement describes how students feel in a classroom, including curiosity, boredom, happiness, sadness, and anxiety. This aspect shows students' opinions about being satisfied with class activities. This aspect is highly significant since it promotes a feeling of student connection to the classroom or school and has the potential to influence students' willingness to learn.

b) Behavioral Engagement

Behavioral engagement is described as participation in learning activities, such as attendance, activeness in class, obeying rules, or doing assignments. The three components of behavioral engagement include participation in school-related activities, involvement in learning and academic tasks, and good behavior. While participation in learning activities requires effort, tenacity, focus, and engagement in class discussions, positive behavior involves following regulations and adhering to classroom norms.

c) Cognitive Engagement

Cognitive engagement is defined as students' willingness and effort to sharpen their brains in the learning process in the classroom

through motivation, strategy, and effort. It also demonstrates that students are not only physically present in the classroom but also present mentally. This dimension looks at how hard students worked to learn and finish the assignment and become proficient in developing these skills.

2.3 Students' Challenge in Developing Writing with QuillBot

Writing is a challenging aspect of learning English, especially for EFL students. Writers must utilize pens or computers to express themselves, spend time considering how to develop their thoughts, and assess if the written language is precise, acceptable, and logical. Thus, students rarely encounter problems when writing, such as psychological, linguistic, and cognitive problem. These problems can be overcome by increasing students' engagement in writing. Therefore, teachers must create interesting learning strategies and designs so students are interested and enthusiastic in writing classes.

Engagement is one of the most crucial components of language acquisition, so teachers must learn how to encourage it. Using technology to enhance language learning and teaching is one method of increasing student engagement. Technology in language learning promotes student engagement (Costley, 2014). Integrating QuillBot into the classroom can create a novel learning environment that enhances student engagement and promotes a student-centred approach, widely regarded as one of the most successful strategies for student engagement. However, previously, the teacher must master the QuillBot application and integrate QuillBot into the writing class according to the material to be studied. In addition, students who are reluctant to interact with technology

during learning significantly affect their intention and interest in learning in the class. Therefore, teachers need excellent communication skills to connect with students emotionally and mentally to avoid frustration through learning by integrating QuillBot.

Despite the potential benefits, the use of AI and technology in the writing classroom can present challenges. There are a several problems with using technology in writing. Students' smooth usage of technological writing tools is complicated by trouble and unstable internet connections (Hajimaghsoodi and Maftoon, 2020; Huang et al., 2022). Furthermore, Perkins (2023) noted that if students cannot to apply their comprehension of the writing material, the disadvantages of utilizing AI-based technological tools in writing courses may result in plagiarism right away. Because AI and technology are so simple, students may become dependent on autocorrection, leaving them mentally devoid if they do not understand how it works (Ismael et al., 2022). Thus, there are many factors to consider while integrating QuillBot into writing classes, especially in Indonesia. Based on those discussions, the researcher may conclude that fostering and facilitating student engagement in paragraph writing using QuillBot may provide significant challenges for both teachers and students, as they must deal with writing-related issues that prompted the researcher to address this subject in the current study.

2.4 Previous Study

The researcher had found and reviewed previous studies related to the present study. First, the research conducted by Junaidi et al. (2022), which involved all students of English Department, FKIP University of Nahdlatul Wathan Mataram; discovered the correlation between learners' engagement and perception of the use of online tools towards students' writing. This study examined the

correlations between learner's engagement and perception on using online tools towards corrective feedback. It used a correlational research design to determine the degree of relations of the variables. The research found that perceptions of students' essay writing talents and their level of participation range significantly and to a very high degree. Perception values of students in percentage distribution showed that students prefer online CF regarding behavioral intention, self-efficacy, perceived utility, and simplicity of use.

Secondly, the research conducted by Kurniati and Fithriani (2022), which involved 20 post-graduate students majoring in English education at a state university in North Sumatra who were already familiar with Quillbot, investigated how post-graduate students view Quillbot as a digital tool for English academic writing. This study examined post-graduate students' perceptions regarding using Quillbot as an academic writing aid. The research found that post-graduate students positively benefited from using Quillbot, which enhanced their writing quality, provided user-friendly features, and aided in language development. This research also highlights the significant role of AI in academic writing.

The last research by Zulfa et al. (2023) involved 73 English education students at an Islamic University in Indonesia. This study investigated technology tools students use in English academic writing students' perceptions about the benefits and impacts of using technology tools in English academic writing. This study examined how students used 15 technology tools in their English academic writing process, including language structures, sources, saving tracks, and references. These tools provided direct feedback, improved understanding of grammatical rules and vocabulary acquisition, and helped write cohesive essays. However, balancing these tools with writing skills to ensure writing development is crucial.

Those studies have similarities that show the effectiveness and the students' perception of integrating technology into writing. Meanwhile, limited studies addressed QuillBot with student engagement, and few studies revealed the most dominant aspect of student engagement when QuillBot was integrated. Thus, by knowing how QuillBot affects student engagement and knowing the most dominant aspects of engagement, educators can optimize the use of QuillBot to improve student participation and learning outcomes. In addition, it can also guide the development of more effective technology-based learning strategies, such as integrating AI tools into the curriculum, that can improve student engagement, motivation, and understanding. Therefore, in this study, the researcher discusses the implementation of QuillBot to foster and facilitate the students' engagement in paragraph writing course, discusses in depth the most dominant students' engagement aspect when QuillBot was integrated, and identifies students' challenge in developing writing with QuillBot.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the study's methodology including research design, subject of the study, data sources, research instrument, techniques in data collection and data analysis, and research procedure.

3.1 Research Design

The objective of this implementation is to foster the students' engagement in paragraph writing with QuillBot, find out the way QuillBot facilitate the students' engagement, reveal the most dominant students' engagement types when QuillBot was integrated, and identify students' challenges in developing writing with QuillBot. Based on the objective of this research, the researcher used a mixed-method with an exploratory sequential design or exploratory design by conducting observations, distributing questionnaires, conducting in-depth semi-structured interviews, and analyzing qualitative and quantitative data separately. The exploratory design is the best investigation because it is more efficient and straightforward of the mixed-method designs (Creswell and Creswell, 2018). Therefore, the researcher believes that using mixed methods, especially exploratory design, can provide detailed and comprehensive data and interpretation of data. This mixed-method design begins with collecting qualitative data from observation, distributing questionnaires to obtain quantitative data, and conducting in-depth semi-structured interviews for complete qualitative data. At the end of the research, quantitative and qualitative data will be interpreted and integrated to provide a comprehensive understanding of the research topic or phenomenon being studied (Creswell and Creswell, 2018).

3.2 The Subject of The Study

This study was conducted using observations, filling out the questionnaires, and doing in-depth semi-structured interviews. The first subject in this study was one lecturer who taught a paragraph writing course in A class on the English Education Department. The secondary subjects in this study were the English Education Department students specifically those enrolled in the 2nd semester of the 2023-2024 academic year, within A class. The researcher used purposive sampling to obtain the participants for in-depth semi-structured interviews. Purposive sampling was used to identify and choose examples that were rich in information about the phenomena of interest (Palinkas et al., 2015). In this case, the criteria chosen by the researcher were English Education Department students in the 2nd semester of the academic year 2023-2024, and they had a paragraph writing course.

3.3 Data and Data Sources

In the present study, the researcher used two kinds of data, consisting of primary and secondary data

3.3.1. Primary Data

Observation, questionnaires, in-depth semi-structured interviews, and documentation in the form of video and transcript were the four main data sources used in this study that were obtained directly from the research object. Students as participants answered questions about their engagement in writing with QuillBot by looking at three aspects, emotional, behavioral, and cognitive, to determine which aspect of engagement is the most dominant. At the same time, lecturer and students observed and were interviewed to find out the implementation of QuillBot

to foster and facilitate the students' engagement in paragraph writing class, determine the challenges students encountered when writing with QuillBot, and support the findings of the research in further detail.

3.3.2. Secondary Data

Secondary data refers to information others gather, such as journals and libraries. In the current study, the researcher examined historical data or findings from earlier studies that addressed students' engagement in writing with QuillBot and the challenges that students encountered.

3.4 Research Instrument

In this study, the researcher used observation, in-depth semi-structured interviews and questionnaires, to collect data.

3.4.1. Observation

The researcher conducted observations to collect the data. The observations aimed at describing behaviors, settings, and interactions (Ary et al., 2010). During the observation, the researcher investigated the implementation of QuillBot to foster and facilitate the students' engagement in paragraph writing class by looking at their students' interaction, collaboration, and social engagement. The researcher watched the lecturer give lectures before the class and how lecturer introduced QuillBot to all of the students. The instrument used were an observation checklist, field notes to note aspects of the student's engagement that needed to be covered in the observation checklist, and video recorders to observe the whole process of teaching and learning.

3.4.2. Questionnaires

For quantitative data, the tool was systematically prepared with a set of Likert scale questions, which were adapted from (Junaidi et al., 2022) and (Xuyen, 2023) and modified according to the purpose and the setting of the research. The questionnaire was distributed to the participants using a Google Form. It contained fifteen statements or questions for the participants about their engagement in writing class with QuillBot. They were divided into three aspects of engagement.

- Items 1-5 were emotional engagements
- Items 6-10 were behavioral engagements
- Items 11-15 were cognitive engagements

The responses used a five-Likert scale (1, 2, 3, 4, 5) from strongly disagree, disagree, neither agree nor disagree, agree until strongly agree. The type of questionnaire was a closed questionnaire, where the responses were already available, and respondents only needed to choose one answer. Response formats used in the research questionnaire were as follows:

Table 3. 1 The form response scale

Category	Scale
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

3.4.3. Interview

The researcher collected data by conducting in-depth semi-structured interviews with one lecturer who implemented QuillBot in paragraph writing course and six students chosen according to the questionnaire result, three students from the highest level of engagement and three students from the lowest level of engagement. The researcher provided a semi-structured interview to answer the third research question about identifying students' challenges in writing with QuillBot and support the observation result. The interview questions for students were adapted from Prasetyawati and Ardi (2020) and Zhang (2017). It contained eleven questions and was developed to gain complex information from the participants. The students were interviewed about their engagement, feelings, and thoughts in the learning process, and the interviews were conducted after observation sessions. The interview questions for the lecturer were adopted from Putra (2021). It contained five questions about what the lecturer thought about implementing QuillBot in the paragraph writing class to foster and facilitate the students' engagement

3.4.4. Validity

The validity test was used to measure whether a questionnaire was valid or not. An instrument, such as a questionnaire, was called valid if the questions revealed something that the questionnaire would measure.

The Pearson correlation approach was carried out by comparing the calculated r count value with r table value. In determining whether or not an item was suitable for use, the test was carried out using the r table

guide with $(N-2) = 9$ at a significance of 5% or 0.05 in the distribution of the R-value of the statistical table. The researcher found the r-table is 0.602. it was declared valid if the r count value was greater than the r table value. However, if the r count value was smaller than the r table value, then the item or question or variable was declared invalid.

3.4.5. Reliability

The reliability test was used to determine the level of consistency of the questionnaire used by the researcher. A questionnaire is reliable if a person's answers to the questions are consistent or stable over time (Ghozali, 2018).

The results of reliability calculations using Cronbach alpha with decision-making criteria, as stated by Ghozali (2018), show that if the Cronbach Alpha coefficient was >0.7 , then the question was declared reliable. Whereas, if the Cronbach Alpha coefficient <0.7 then question was declared unreliable. The Cronbach Alpha formulation's reliability was calculated with the help of the IBM SPSS 25 program.

Table 3. 2 Level of reliability

Reliability Coefficient	Reliability Level
$> 0,9$	Very High
$0,7 - 0,9$	High
$0,4 - 0,7$	Enough
$0,2 - 0,4$	Low
$< 0,2$	Very Low

Source: Imam Ghozali (2018)

3.5 Data Collection

In this research, the form of data was the narrative form. There were three techniques for collecting data: observations, interviews, questionnaires, and documentation.

3.5.1. Observations

Before distributing questionnaires and conducting interviews, the researcher observed students and lecturer in the class. In this data collection technique, the researcher took on the role of participant observer. The participants knew the researcher's role as observers (Ary et al., 2010). As a result, the lecturer allowed the researcher to introduce themselves in front of the class. The purpose of the observation was to find out the real process of the implementation of QuillBot in the paragraph writing class, find out the whole process of teaching and learning, and build a relationship with the participants to gain their trust during the interview. As a result, the participants felt comfortable sharing accurate and comprehensive information in response to the interview questions.

3.5.2. Questionnaires

After conducting observations, all of the students in the class as respondents were invited to fill out a questionnaire about which aspect of students' engagement was the most dominant between emotional, behavioral, and cognitive engagements in writing with QuillBot using Likert scale questions including fifteen questions. The questionnaires numbered one to five were about emotional engagement, number six to ten were about behavioral engagement, and number eleven to fifteen were about cognitive engagement. The questionnaire was distributed to the participants using a Google form. The type of questionnaire was a closed questionnaire, where the responses were already available, and respondents only needed to choose one answer. The statements in the

questionnaire were also written in Bahasa Indonesia to avoid misunderstanding and ease the respondents in filling out the questionnaire.

3.5.3. Interviews

The interview was used to answer the research question about students' challenges in developing their writing with QuillBot and support the observation result about the implementation of QuillBot in paragraph writing course. The researcher conducted in-depth semi-structured interviews with each participant selected. It is used to collect information from people about their opinions, beliefs, and feelings related to a certain situation in their own words (Ary et al., 2010). The researcher used purposive sampling to obtain the participants for an in-depth semi-structured interview. In this case, the participant's criteria were selected according to the questionnaire result. The researcher picked 6 participants to be interviewed. There were 3 participants from students with the highest level of engagement and 3 from students with the lowest level of engagement, which were obtained based on the results of filling out the questionnaires. In the interviews, the researcher interviewed the participants using Bahasa Indonesia to avoid misunderstandings and to make things easier for respondents to answer the interview. The students were coded as P1, P2, P3, P4, P5, and P6, then the researcher conducted interviews with the lecturer.

3.6 Data Analysis

In the exploratory design, the researcher collected data one before the other, then data were analyzed separately (Creswell, 2014). Thus, the researcher used based on a five-value Likert scale, which was primarily used to find the percentage of each statement that represented the construct of student engagement for quantitative data. For qualitative data, the researcher used thematic analysis. In the end, the research combined both quantitative and qualitative results.

3.6.1. Quantitative Data Analysis

The questionnaire was analyzed using a five-value of Likert scale to find the percentage of each statement representing student engagement construct and was analyzed using Microsoft Excel. After the total score of each statement was obtained, it was changed into a percentage. To gain a percentage, the researcher used this formula as below:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency (The Total Score of Each Statement)

N = The Maximum Score

To know students average score, the researcher utilized this formula as follows:

$$\bar{X} = \frac{\sum X}{n}$$

\bar{x} = The Average Score

n = Total Question in Each Sub of Engagement

Σx = Total Percentage Score in Each Sub of Engagement

After the percentage score for each statement was determined, it was analyzed using range criteria to provide a clearer description of the kind of student engagement that the students were participating. the researcher used score interpretation by Warsiman (2008), as follows:

Table 3. 3 Score Interpretation

Percentage Category (100%)	Criteria
0-20	Very Low
21-40	Low
41-60	Average
61-80	High
81-100	Very High

3.6.2. Qualitative Data Analysis

A thematic analysis was conducted using Braun & Clarke (2006), this analysis approach consists of six phases:

a. Familiarizing The Data

The first phase involved repeating or re-reading the data by transcribing the interview result. During this phase, take notes or mark ideas for coding.

b. Generating Initial Codes

The next phase involved creating initial codes, which identified interesting features in the data. The researcher coded every data segment relevant to the research questions. Then, each code set transcript coding specifically addressed the research questions.

c. Searching for Themes

The analysis was broadened in this phase by combining code-shaped points into one theme. At this stage, grouping the various codes into themes using visual aids might have been beneficial.

d. Reviewing Themes

In this process, the themes were reviewed and refined. Since themes needed to be cohesive and separate from one another, the researcher had to associate each topic. In such cases, the researcher either modified the theme or developed a new theme for the context.

e. Finalizing Themes

In this phase, the researcher perfected the themes by filtering whether they work in the context. Then the researcher analyzed the data and identified each one.

f. Report

The last phase has produced the report. The researcher drew the research finding in this stage.

3.6.3. Data Integration

The mixed-method study design included qualitative and quantitative components that were undertaken and analyzed separately. Then, the researcher connected the qualitative results to the quantitative data gathering, which was a sort of integration that merged the two data sets. A table was displayed for the results of the quantitative data, and a

narrative was displayed for the results of the qualitative data. Both of them were discussed in the results and discussion sections.

3.7 Research Procedure

Firstly, the researcher conducted observations in the class. During the observations, the researcher took the role of participant observer and investigated the implementation of QuillBot to foster and facilitate students in the paragraph writing course by looking at their students' interaction, collaboration, and social engagement in the class. After conducting observation, the data obtained from the observation checklist, field notes, and video recorder were organized.

Secondly, the researcher collected quantitative data through Likert scale questions and distributed them through Google forms. The participants who could fill out the questionnaire were English Education Department students in the 2nd semester of the academic year 2023-2024 and had a paragraph writing course. After that, the collected data were processed based on a five-value of Likert scale, which was primarily used to find the percentage of each statement that represented the construct of student engagement. After the total score of each statement was obtained, it was changed into a percentage. Then, the percentage data results analyzed using Microsoft Excel.

Lastly, the researcher conducted qualitative data collection through interviews. For the interview, the researcher conducted a semi-structured interview to answer the third question about the challenges the students faced in developing their writing with QuillBot and support the observation result about the implementation of QuillBot in paragraph writing course. The researcher made appointments to conduct individual interviews with one lecturer who implemented QuillBot in paragraph writing course and six students chosen according to the questionnaire result, three students from the highest level of engagement and three

students from the lowest level of engagement. During the interviews, the researcher took notes and summarized the answers. Because the interview activity used Bahasa Indonesia, the researcher translated the obtained responses into English before analyzing the data using thematic analysis, which consisted of six phases. In the end, the researcher merged and brought the results together to explain qualitative and quantitative findings.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents research finding and discussion collected from observation, questionnaire, and interview. The purpose is to answer the research questions about the implementation of QuillBot in paragraph writing course, the most dominant aspect of students' engagement between emotional, behavioral, and cognitive engagement in paragraph writing course with QuillBot, and the challenges that the students faced in developing their writing with QuillBot,

4.1 Research Finding

The researcher found that the implementation QuillBot in paragraph writing course can be seen from the lecturer reasons for choosing QuillBot as a writing learning tool, the lecturer is stage when using QuillBot in the class, and how students' responses to QuillBot. Moreover, the researcher presents the result of the students' engagement level and the most dominant aspect of students' engagement. In addition, the researcher also presents challenges that the students faced in developing their writing with QuillBot, which can be seen from diverse levels of familiarity with QuillBot among EFL students, inaccuracies feedback, and technical problems, that the researcher could be explained below:

4.1.1. The Implementation of QuillBot in Paragraph Writing Course

This study involved A class students in the 2nd semester of the academic year 2023/2024, consist of twenty-six students from English Education Department at Islamic State University in Malang, who were enrolled in paragraph writing course where QuillBot was implemented as a writing tool. Observation, questionnaires, and interviews were conducted to support and answer this research question. Observation was

conducted on the 12th, 19th and 26th of March 2024, for questionnaires were distributed on the 26th and closed on the 27th of March 2024, and for interviews were conducted for five days, from the 31st of March to the 4th of April 2024. The implementation of QuillBot in the paragraph writing course is as follow:

1. Reasons for Choosing QuillBot as a Writing Learning Tool

According to the data that the researcher discovered from the observation, lecturer integrated QuillBot in writing classes as a supporting tool or to help make it easier for students to complete essay assignments. The lecturer's decision to integrate QuillBot as a writing learning tool in paragraph writing course is based on the lecturer's assessment of the benefits of QuillBot itself. The features are available on QuillBot, and the feedback provided hopefully helped students overcome problems when writing. Furthermore, from the lecturer's interview, the lecturer described why she choose QuillBot as a writing learning media.

“Because it has many features and can accommodate students' needs, one of which is correcting grammar, secondly improving sentence structure, and thirdly it can provide ideas for their essays. When students run out of ideas to write about their topic, QuillBot is quite helpful in providing inspiration for the outline of what to write in their writing”. (T)

Based on the interview above, the lecturer chose QuillBot as a writing learning tool because the features available in QuillBot can serve or meet the needs of facilitating student writing. For example, QuillBot can correct errors in grammar and sentence structures, and provide students with an overview or brainstorming of what they will write. The cause is that while writing, there are a few of students with writing results that are still not good in terms

of sentence structure and grammar. This was also described by the lecturer in the interview.

“For last semester not yet, but after seeing the development of Artificial Intelligence (AI), I think QuillBot can really help, especially to improving sentence structure, grammar, etc., because during my experience teaching writing, the results of student writing, especially in sentence structure and grammar were not good enough”.
(T)

In the statement above, the lecturer acknowledges the limitations observed in students' writing skills, particularly concerning sentence structure and grammar, based on the lecturer teaching experience. Even though she had not used QuillBot in the previous semester, the lecturer expressed her optimism regarding the development of Artificial Intelligence (AI), namely QuillBot. The features available on QuillBot can help students improve sentence structure and grammar when writing. Based on interviews with the lecturer, the function of implementing QuillBot in this paragraph writing class is,

“To assist students in writing, for example creating an outline, but a fixed topic and writing development still from students with their own ideas. In the end of writing process, QuillBot can assist in correcting grammar, sentence structure, and word choice”. (T)

In this case, students are not completely dependent on QuillBot; their ideas and writing development are still developed by themselves. The only function of QuillBot is a supporting tool for students who want to improve the clarity and effectiveness of their sentences. Overall, the lecturer used QuillBot as a writing learning tool because lecturer aimed to improve students' writing skills, overcome obstacles, and produce higher quality written work.

2. Lecturer Stages in Integrating QuillBot in Writing Courses

According to the researcher's observations, the researcher reported the lecturer's stages, from the earliest starting point until the end. The researcher described stage by stage when the lecturer lectures in the class utilizing QuillBot as a writing learning media. They are:

a. Introducing and Explaining Step-by-Step Use of QuillBot

At the beginning of the lecture session, the lecturer introduced today's learning topic and explained the material first; when finished, students will be assigned to write an essay. Based on the researcher's observation, the lecturer introduced QuillBot as a learning media, explained the steps to use QuillBot, and introduced the available features and how it functions in class to students. The Lecturer also demonstrated how to access QuillBot without installing the application by logging in via Google Chrome. Then, the lecturer explained how to respond to feedback or comments given by QuillBot.

On that occasion, the lecturer introduced QuillBot as a tool to help students when working on essays. The lecturer presented QuillBot to students and explained how to access and utilize QuillBot. Started with the definition, features, and functions of QuillBot. The lecturer also demonstrated each feature in QuillBot, such as input text, interpreted the suggestions provided by QuillBot, and suggested some features that most students will use to complete their essay assignments. Additionally, the lecturer explained the

relevance of QuillBot in overcoming common challenges students face in developing their writing, such as grammatical errors, sentence structure, word choice, and lack of ideas.

The students' response was very positive towards QuillBot. Based on the researcher's observation, students can use QuillBot after the lecturer demonstrates it in front of the class, then the lecturer gives students time to explore the available features. Moreover, referring to interview data with informants, when they were introduced to Quillbot in the class, they admitted they enjoyed and felt helped by QuillBot because QuillBot features made it easier for them to complete their essay assignments.

"It's fun and enjoyable because QuillBot makes it easy for me to write". (P2)

"Enjoyed and very helpful". (P3)

The statements above reflect students' positive experiences when using QuillBot. Informant P2 said that writing with QuillBot was fun and enjoyable because it simplifies the writing process, making it easier, and more accessible. Also, informant P3 described her experience when writing with QuillBot as enjoyable and very helpful indicating that QuillBot makes writing more pleasant and significantly aids in improving her writing skills. Although some informants were not familiar with QuillBot before, as revealed in interviews.

"I was not familiar at all. when I was in class, that was the first time I heard about the QuillBot application and used it". (P1)

"Not familiar at all, first time I heard and used QuillBot was then". (P4)

The statements above indicate that the informants were initially unfamiliar with QuillBot before being introduced to it in class. Informants P1 and P4 admit to being unfamiliar with and having no prior knowledge, indicating that it was completely new to them. Their initial unfamiliarity underscores the novelty of integrating such advanced AI tools into their writing course. However, as revealed in interviews, some informants are familiar with and often use it.

“Yes, I was familiar with QuillBot. I have often used QuillBot since the first semester”. (P2)

“Already familiar with QuillBot, I have often used it since the first semester. I knew about QuillBot from advertisements and reviews from Instagram”. (P3)

Based on the statements above, some students were already familiar with QuillBot before the formal introduction in the class. Informant P2 mentioned frequent use of QuillBot since the first semester, while informant P3 also stated being very familiar with QuillBot and having used it regularly since the first semester. Informant P3 said she knew about QuillBot through Instagram advertisements and reviews. This familiarity shows that QuillBot is a popular and trusted tool among students for improving their writing, even outside the classroom. Meanwhile, one informant stated in the interview that she often heard about QuillBot from social media but never used it before.

“I have heard about QuillBot and knew about it through social media, but I have never used it before”. (P5)

Based on the statement above, informant P5 was aware of QuillBot through social media but had yet to use it before the course. While QuillBot is widely recognized and discussed online, not all students have had hands-on experience. Students may know about useful educational tools but only engage with them once provided with an academic context or necessity. The introduction of QuillBot in the class thus serves as a crucial point of engagement, allowing students like informant P5 to transition from merely knowing about QuillBot to actively using it.

b. Finishing Assignment with QuillBot

The lecturer assigned students to write an essay on free topics with the help of QuillBot. The lecturer explained the assignment's requirements. The first is outlining with the help of the QuillBot Flow feature. Students can choose some suggestions or adopt all of QuillBot Flow's suggestions. Then, students can write the essay completely with the help of QuillBot features such as Grammar Checker, Translator, Paraphraser, and Summarizer.

On that occasion, the lecturer gave students the freedom to utilize the features available on QuillBot so that students could be fostered and facilitate their student engagement in writing class. It could be seen from the lecturer's interview below:

“Yes, of course to facilitate, because there are many features that were helpful. Initially students were struggling with writing, but when used QuillBot, they became more engaged and were able to participate in

learning because were assisted by the features of QuillBot”. (T)

This statement highlights the lecturer's observation that QuillBot significantly facilitated the writing process for students. The lecturer notes that initially, students often struggled with writing and felt stuck. However, when using QuillBot, students became more engaged and active in learning. This student-centric approach encouraged active participation or student engagement and empowered students to take ownership of their writing process. Moreover, the students seek feedback from QuillBot to enhance their writing quality. As expressed by the informants,

“Yes, quite often. I wrote my paragraphs gradually, then I checked for any grammatical errors. When I found errors, I corrected them and so on until my paragraph assignment is finished”. (P1)

“Very often, because I lack confidence in my writing”. (P6)

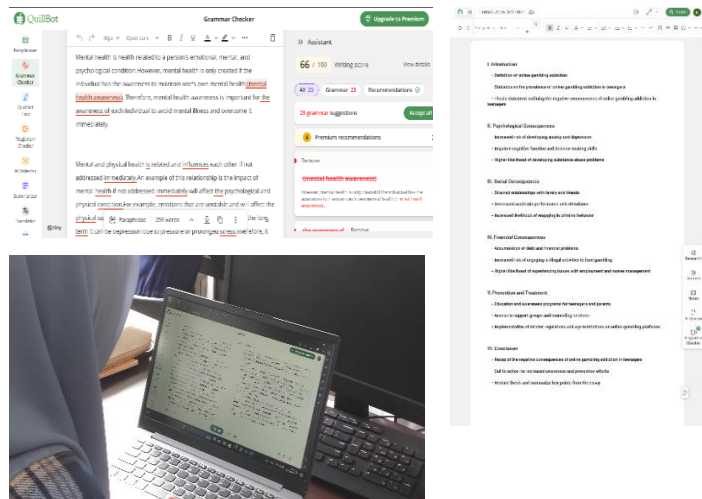
Based on the statements above, informants frequently used QuillBot to enhance their writing by seeking continuous feedback. Informant P1 described her process when writing paragraphs using QuillBot, which is gradually checking and correcting grammatical errors until the assignment is complete. Likewise, informant P6 admits to using QuillBot often due to a lack of confidence in her writing; later on, the presence of QuillBot provides reassurance and support to her. Thus, most informants often and actively use QuillBot to help their writing. Additionally, the most features used or accessed by the informant according to the interview were,

“Quite often. I accessed the QuillBot flow feature the most”. (P3)

“Yes, I often seek feedback from QuillBot Flow and Grammar”. (P5)

Those statements above reveal that informants P3 and P5 frequently used QuillBot, particularly QuillBot Flow and Grammar Checker features. Informant P3 mentions using the QuillBot Flow feature most often because it makes her writing more organized and more coherent. Similarly, informant P5 often asked feedback from both QuillBot Flow and Grammar Checker features to address structural issues related content organization, grammatical errors, and language usage. Those features include Grammar Checker and QuillBot Flow. It can be seen in the screen capture when the students access QuillBot:

Figure 4. 1 Students’s Access QuillBot



They admit that asking for feedback on those features is an effort to avoid grammatical errors. Moreover, they asked for feedback from QuillBot to increase their confidence in

their writing abilities. This shows that QuillBot is not only used as a supporting tool in correcting writing errors but also as a source of student confidence in writing. In contrast to most of the informants who gave the statements above, there was a statement in the interview that said she did not use QuillBot too often or intensely to help complete their writing.

“Not too often”. (P4)

Based on the statement above, she may rely more on traditional methods or feel less comfortable using technology for writing assistance. The variance in usage frequency highlights the diverse approaches students take to using technology for writing support. However, it does not diminish the overall significance of QuillBot as a valuable tool for improving writing skills and boosting student confidence. Despite this, most students still actively use QuillBot features to enhance their writing. On the other hand, the most helpful features as stated by the informants in the interview are,

“Feedback from QuillBot Flow and Grammar Checker”. (P4)

Based on the interview result, most informants stated that QuillBot Flow and Grammar Checker are the most helpful features. The Grammar Checker feature is one of the most useful features because of the importance of grammatical accuracy in writing, and the QuillBot Flow feature is also the most helpful feature because this feature guides the logical progression and coherence of their paragraphs. This means that the integration of QuillBot Flow

into writing process indicates its effectiveness in assisting students in structuring their ideas effectively.

3. Student Response to QuillBot Integration

Most students who initially said writing was difficult encouraged the lecturer to integrate AI, namely QuillBot, into writing. Thus, after realizing the efficacy of QuillBot's features in improving their writing, their attitudes changed significantly. As a lecturer said in the interview,

“Yes, because not many students had used QuillBot, especially those in the second semester who believed that writing relies mainly on ideas. However, it turns out that there are new features that can really help improve their writing. When I introduced these features to them, they became very interested and more engaged in writing. Writing had been considered difficult, but QuillBot made it much easier for them”. (T)

Based on the interview above, integrating QuillBot into the writing course had a significant and positive impact, particularly for second-semester students who had previously relied solely on their ideas for writing. Additionally, based on the students interview result, some students responded positively and negatively to QuillBot integration, they are:

a. Positive Response

Before QuillBot was introduced, many students perceived writing as a horror task because it took time to understand grammar and sentence structure. However, with the discovery of QuillBot's features, students' newfound enthusiasm for writing emerged. Integrating QuillBot is specifically designed to spark curiosity and engage students, then make an impact by enhancing their writing abilities. As

a result, students became interested in QuillBot's functionalities but also found themselves more motivated to write. It is also in line with statements made by the students in the interview,

“Yes, I am interested in using QuillBot, because so far, I have not used any other app and QuillBot was the only one I knew of. The features in QuillBot are also comprehensive and help me with my writing”.
(P2)

“I am interested and might use it frequently, especially for the translate feature. Compared to Google Translate, I find QuillBot's results more accurate”. (P4)

Based on those statements above, the informants were interested in using QuillBot due to its unique features and effectiveness. Informant P2 expressed interest in QuillBot because she had not used or had experience with other writing assistance apps. QuillBot was the first writing assistance app she used, so she relied on QuillBot. Additionally, informant P4 is particularly interested in using QuillBot, especially in QuillBot's translate feature, because she said the result from QuillBot translate feature is more accurate than other translation web like Google Translate. It indicates that QuillBot supports writing and provides good translation capabilities, making it a preferred choice for students who need reliable translations. Both informants were interested in and appreciate QuillBot's ability to enhance their writing and translation tasks, indicating its value as a versatile tool.

The researcher's observation also showed that students were interested in using QuillBot in class and were

very enthusiastic when the lecturer gave them time to explore the features available in QuillBot. Furthermore, student satisfaction with the feedback provided by QuillBot ranged from satisfied, quite satisfied, to less satisfied. As informants said in the interview,

“Yes, I am satisfied with the feedback from QuillBot, especially the corrections from the grammar checker feature”. (P1)

“I am satisfied, and I think the feedback is accurate”. (P2)

Informant P1 expressed her satisfaction with the feedback from QuillBot, specifically mentioning the Grammar Checker feature. It indicates that the corrections offered by QuillBot has met her expectations and helped improve her writing accuracy. As informant P1, informant P2 also mentioned being satisfied and believes that the feedback from QuillBot is correct. It strengthens the perception that QuillBot provides reliable and accurate assistance, which enhances their confidence in using the tool for writing improvements. While informant P6 stated that she was quite satisfied with QuillBot's feedback,

“I am quite satisfied with the feedback from QuillBot”. (P6)

Based on the statement above, informant P6 said, "Quite satisfied," indicating a positive overall experience with QuillBot's feedback. While not elaborating in detail, the expression suggested that the informant found QuillBot's assistance to be generally effective and beneficial in

improving her writing, and it also satisfied her learning experience.

Nevertheless, students still continue to use QuillBot to help complete their assignments, as proved by the researcher's observations, which show that students use QuillBot to help complete assignments in writing essays given by the lecturer. Students accessed the features in QuillBot, such as QuillBot Flow, Grammar Checker, Summarizer, and Translator. Furthermore, all students also responded positively to the integration of QuillBot, and they said that QuillBot helped them write English well. As they said in the interview,

“It is very helpful, especially the Grammar Checker feature because it turns out there are many grammar mistakes in my writing”. (P2)

“Yes, because the features are very varied and can be helpful in writing. For example, I use QuillBot Flow to make outlines, but I do not completely depend on QuillBot”. (P5)

Based on the interview above, informant P2 highlights the significant advantage of QuillBot's grammar checker. She mentioned that QuillBot was particularly useful in identifying and correcting numerous grammar mistakes in her writing. Informant P5 appreciates the diverse features of QuillBot and specifically mentions the usefulness of the QuillBot Flow feature for creating outlines. It suggests that QuillBot aids in organizing thoughts and structuring content effectively. However, informant P5 also emphasizes avoiding complete reliance on QuillBot, implying that while QuillBot is a valuable tool,

students should use it to complement their writing efforts rather than replace them.

Overall, students expressed positive feedback about QuillBot's integration into their writing process. They find it helpful for tasks like creating paragraph outlines, checking grammar, and executing ideas efficiently. They appreciate the variety of QuillBot's features but also recognize the importance of not solely relying on QuillBot for the overall writing process. In essence, their statements indicate that QuillBot positively contributes to their development of English writing skills.

b. Negative Response

While many students responded positively to QuillBot, a significant number also expressed negative to QuillBot integration. Based on the interview result, some informants highlighted their dissatisfaction with the feedback provided by QuillBot. As they said in the interviews,

“I am less satisfied, especially with AI-generated results. I feel that something is missing from every answer; and based on my experience, AI answers are not always correct”. (P3)

“I am less satisfied because I found an error in the grammar”. (P5)

Based on the statement above, both indicate their dissatisfaction with QuillBot's feedback. Informant P3 said she was less satisfied with the AI-generated results because the response often lacked completeness and accuracy. This dissatisfaction is rooted in a broader skepticism about the

reliability of AI, as informant P3 believes that AI-generated response is not always accurate or complete. While QuillBot can be a helpful tool, it may not always meet the needs of students who require comprehensive and precise feedback for their writing. In addition, informant P5's dissatisfaction is more specific, starting from the discovery of a grammar error in the feedback provided by QuillBot. This error has impacted to informant P5's confidence in the tool, which is QuillBot. For her, who relied on QuillBot for accurate grammatical corrections, when finding an error can be particularly frustrating and may limit her perceived usefulness of the tool. However, informant P4 said in the interview she was less satisfied, not because of feedback from QuillBot but because of her lack of confidence in her writing,

"I am a bit less satisfied, not with the QuillBot application itself, but because I am not confident in the resulting paragraphs". (P4)

Based on the statement above, she said less satisfied is not with QuillBot but with their lack of confidence in the resulting paragraphs. Despite using QuillBot, informant P4 feels unsure about the quality of her writing, indicating that feedback from QuillBot tools may not completely remove her doubts or increase her confidence in her work.

Overall, while QuillBot has been positively received by some students, it also faces significant criticism regarding its feedback quality. These concerns suggest that while QuillBot can be beneficial, it may not fully address

the needs of all students, particularly those seeking highly accurate feedback or struggling with writing confidence. Therefore, it is important not to rely solely on AI-generated results from QuillBot. Since AI tools are not always 100% accurate, human oversight is crucial. Students should actively review and correct AI-generated feedback to ensure their work meets the highest standards of accuracy and quality. Integrating human review with AI assistance can provide a more balanced and reliable approach to improving writing skills.

4.1.2. The Most Dominant Aspect of Students’ Engagement Between Emotional, Behavioral, and Cognitive Engagement in Paragraph Writing Course with QuillBot

The researcher conducted preliminary testing by administering a questionnaire to ensure validity and reliability. The questionnaire used was tested for validity and reliability using SPSS 25.0. Then, for reliability, it was checked and found that all statements are reliable because the results of Alpha Cronbach are more than 0.9. Below is the result,

Table 4. 1 Validity Result

Item Number	Comparing r Values		
	r Count	r Table	Explanation
1	0,871	0,602	Valid
2	0,908	0,602	Valid
3	0,913	0,602	Valid
4	0,831	0,602	Valid
5	0,841	0,602	Valid
6	0,849	0,602	Valid

7	0,902	0,602	Valid
8	0,94	0,602	Valid
9	0,832	0,602	Valid
10	0,855	0,602	Valid
11	0,900	0,602	Valid
12	0,886	0,602	Valid
13	0,912	0,602	Valid
14	0,813	0,602	Valid
15	0,854	0,602	Valid

Figure 4. 2 Reliability Result

Reliability Statistics

Cronbach's Alpha	N of Items
.976	15

Students answered the 15 questions regarding their engagement in a writing class with QuillBot. The researcher calculated the responses to the questionnaire using percentage scores. Questionnaires one to five were about emotional engagement, six to ten were about behavioral engagement, and eleven to fifteen were about cognitive engagement. Each response to the statements in the questionnaire had a scale value based on the Likert scale: Strongly Agree with 5, Agree with 4, Neutral with 3, Disagree with 2, and Strongly Disagree with 1.

a. Emotional Engagement

Table 4. 2 Result of Questionnaires from Emotional Engagement

Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
I am confident and comfortable with QuillBot	0%	0%	15,4% (4)	38,5% (10)	46,2% (12)
I enjoy the ease of employing QuillBot in a writing class	0%	0%	3,8% (1)	61,5% (16)	34,6% (9)
I feel excited for the writing class with QuillBot	0%	0%	23,1% (6)	46,2% (12)	30,8% (8)
I feel happy when I work on my writing with the help of QuillBot	0%	0%	3,8% (1)	46,2% (12)	50% (13)
I feel proud to have finished my writing with the help of QuillBot	0%	0%	11,5% (3)	42,3% (11)	46,2% (12)

Table 4.2 shows the percentage of the answer frequency by the participants related to the emotional engagement. The first statement showed that 46,2% of the participants (± 12 students) strongly agree, followed by 38,5% of the participants (± 10 students) who agree and 15,4% of the participants (± 4 students) who were neutral. While 0% of participants chose disagree and strongly disagree. As a result, more than half of the students were confident and comfortable with QuillBot.

The second statement showed that 34,6% of the participants (± 9 students) strongly agree, followed by more than half 61,5% of the participants (± 16 students) who agree. At the same time, a small number of participants remained neutral, 3,8% (± 1 student). There

were no students who expressed disagreement and strongly disagree with this statement (0%). As a result, most students enjoyed the ease of using QuillBot in writing class.

The third statement showed that 30,8% of the participants (± 8 students) strongly agree, nearly half of the participants 46,2% which was (± 12 students) agree, and 23,1% of the participants (± 6 students) were neutral. On the other hand, no one of the participants chose to disagree and strongly disagree with this statement (0%). Thus, more than half of the students were excited to write with QuillBot.

The fourth statement showed that 50% of the participants (± 13 students) strongly agree, nearly half of the participants 46,2%, which was (± 12 students) agree, and 3,8% of the participants (± 1 student) were neutral. While 0% of the participants chose disagree and strongly disagree. It means that most of the students were happy when working on their writing with the help of QuillBot.

The fifth statement showed that 46,2% of the participants (± 12 students) strongly agree, followed by 42,3% (± 12 students) who agree and 11,5% of the participants (± 3 students) who were neutral. While 0% of the participants chose disagree and strongly disagree. From the result, more than half of the students were proud to have finished their writing with the help of QuillBot.

b. Behavioral Engagement

Table 4. 3 Result of Questionnaires from Behavioral Engagement

Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
I actively engage in writing activities with QuillBot	0%	3,8% (1)	34,6% (9)	46,2% (12)	15,4% (4)
I pay attention and wait carefully during correction feedback sessions from QuillBot	0%	0%	23,1% (6)	50% (13)	26,9% (7)
I worked hard to choose the best suggestion from QuillBot	0%	0%	26,9% (7)	57,7% (15)	15,4% (4)
I intend to utilize QuillBot to help with my studying and writing	0%	0%	11,5% (3)	65,4% (17)	23,1% (6)

Table 4.3 shows the percentage of the answer frequency by the participants related to the behavioral engagement. The first statement showed that 15,4% of the participants (± 4 students) strongly agree, followed by 46,2% (± 12 students) who agree, 34,6% of the participants (± 9 students) who neutral, and only 3,8% of the participants (± 1 students) who disagree. While 0% of the participants choose strongly disagree. It means that more than half of the students were actively engaged in writing activities with QuillBot.

The second statement showed that 26,9% of the participants (± 7 students) strongly agree, followed by 50% (± 13 students) who agree, and the rest 23,1% of the participants (± 6 students) were neutral. In addition, none of the participants choose to disagree or strongly

disagree (0%). So, it clearly showed that most students paid attention and waited carefully during correction feedback sessions from QuillBot.

The third statement showed that 15,4% of the participants (± 4 students) strongly agree, followed by 57,7% (± 15 students) who agree and 26,9% of the participants (± 7 students) who were neutral. Besides, no one chose to disagree or strongly disagree (0%). From the result, more than half of the students worked hard to choose the best suggestion from QuillBot.

The fourth statement showed that 23,1% of the participants (± 6 students) strongly agree, followed by 65,4% (± 17 students) who agree and 11,5% of the participants (± 3 students) who were neutral. While 0% of the participants chose disagree and strongly disagree. It indicated that more than half of students intended to utilize QuillBot to help them study and write.

The fifth statement showed that 11,5% of the participants (± 3 students) strongly agree, followed by 65,4% (± 17 students) who agree and 23,1% of the participants (± 6 students) who are neutral. While 0% of the participants chose disagree and strongly disagree. As a result, more than half of the students could to write independently with good quality with the help of QuillBot.

c. Cognitive Engagement

Table 4. 4 Result of Questionnaires from Behavioral Engagement

Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
I was able to write independently with good quality with the help of QuillBot	0%	0%	23,1% (6)	65,4% (17)	11,5% (3)
I was able to track my errors and mistakes in writing after checking it through QuillBot	0%	3,8% (1)	19,2% (5)	53,8% (14)	23,1% (6)
QuillBot facilitates the ability for anyone to learn, regardless of their location	0%	0%	19,2% (5)	50% (13)	30,8% (8)
QuillBot is accessible and provides electronic feedback on writing	0%	0%	7,7% (2)	76,9% (20)	15,4% (4)

Table 4.4 shows the percentage of the answer frequency by the participants related to the cognitive engagement. The first statement showed that 23,1% of the participants (± 6 students) strongly agree, followed by 53,8% (± 14 students) who agree, 19,2% of the participants (± 5 students) who neutral, and 3,8% of the participants (± 1 student) who disagree. While 0% of the participants choose strongly disagree. From the result, more than half of the students could

to track their errors and mistakes in writing after checking it through QuillBot.

The second statement showed that 30,8% of the participants (± 8 students) strongly agree, followed by 50% (± 13 students) who agree and 19,2% of the participants (± 5 students) who were neutral. On the other hand, none of the participants responded disagree and strongly disagree (0%). It proved that QuillBot facilitates anyone's ability to learn, no matter where they are.

The third statement showed that 15,4% of the participants (± 4 students) strongly agree, followed by 76,9% (± 20 students) who agree, and 7,7% of the participants (± 2 students) remained neutral. While 0% of the participants chose disagree and strongly disagree. It indicated that QuillBot is accessible and provides electronic feedback on writing.

The fourth statement showed that 53,8% of the participants (± 14 students) strongly agree, followed by 30,8% (± 8 students) who agree and 15,4% of the participants (± 4 students) who were neutral. Besides, 0% of the participants choose to disagree and strongly disagree. It proved that QuillBot helped them to improve their writing skills related to grammar and punctuation.

The fifth statement showed that 11,5% of the participants (± 3 students) strongly agree, followed by 73,1% (± 19 students) who agree and 15,4% of the participants (± 4 students) who were neutral. On the other hand, no one of the participants chose disagree and strongly disagree (0%). From the result, more than half of students could to solve any problem in their writing with the help features provided in QuillBot.

1. Aspect of Student Engagement

a. Emotional Engagement

Table 4. 5 Tabulation of data of Emotional Engagement

Student	Variables				
	Question Number 01	Question Number 02	Question Number 03	Question Number 04	Question Number 05
S1	4	4	4	4	4
S2	3	4	3	5	5
S3	5	5	4	4	3
S4	5	4	5	5	5
S5	5	5	5	5	5
S6	5	5	5	5	5
S7	3	4	4	4	5
S8	4	5	4	5	4
S9	5	5	5	5	4
S10	4	5	4	4	3
S11	5	4	4	5	4
S12	4	3	4	5	5
S13	4	4	4	4	4
S14	4	5	3	5	5
S15	3	4	3	4	3
S16	5	4	4	4	4
S17	4	4	3	4	4
S18	4	4	4	4	4
S19	5	5	5	5	5
S20	4	4	4	4	5
S21	5	4	3	4	4
S22	4	4	3	3	4
S23	3	4	4	4	4
S24	5	4	5	5	5
S25	5	4	5	5	5
S26	4	4	4	4	4
Total	112	112	106	116	113
%	86%	86%	82%	89%	87%

Table 4.3 shows the emotional engagement aspect; students were given five statements related to emotional engagement in paragraph writing course with QuillBot. The first

statement, “I am confident and comfortable with QuillBot,” obtained 86%. It indicated that QuillBot is perceived as a highly effective, user-friendly, and reliable tool for writing and editing, contributing positively to the student’s academic performance and efficiency.

The second statement, “I enjoy the ease of employing QuillBot in a writing class,” obtained 86% same as the first statement. It indicated that the QuillBot is well-designed for educational use, positively impacts the learning, and writing experience.

The third statement, “I feel excited for the writing class with QuillBot,” obtained 82%. It indicated that QuillBot significantly enhanced their interest and enthusiasm for writing. Then, students enjoyed the learning process and became involved in their writing activities.

The fourth statement, “I feel happy when I work on my writing with the help of QuillBot,” obtained 89%. It indicated that QuillBot significantly enhanced their writing experience by making it more enjoyable, motivating, and supportive.

The last statement, “I feel proud to have finished my writing with the help of QuillBot,” obtained 87%. It indicated that QuillBot helps produce high-quality work and boosts students' confidence and motivation.

Overall, those results indicated that students perceive QuillBot very positively, leading to enhanced emotional engagement. QuillBot helps build confidence, ease of use,

excitement, happiness, and pride, and also contributes to a more positive and effective learning experience.

b. Behavioral Engagement

Table 4. 6 Tabulation of data of Behavioral Engagement

Student	Variables				
	Question Number 06	Question Number 07	Question Number 08	Question Number 09	Question Number 10
S1	4	4	4	4	4
S2	4	3	3	3	3
S3	3	3	4	4	4
S4	5	3	4	5	3
S5	4	5	5	4	4
S6	4	5	4	4	4
S7	3	3	4	4	4
S8	4	5	5	5	5
S9	4	4	3	4	4
S10	3	4	4	4	4
S11	4	4	4	4	4
S12	3	4	4	4	4
S13	3	4	4	4	3
S14	4	5	5	4	5
S15	3	4	3	3	3
S16	3	4	3	4	3
S17	4	4	4	4	4
S18	4	4	4	4	4
S19	5	5	5	5	5
S20	4	4	4	4	4
S21	4	3	4	5	4
S22	2	3	3	3	3
S23	3	4	3	4	4
S24	5	5	3	5	4
S25	3	4	4	4	4
S26	4	4	4	4	4
Total	97	105	101	107	101
%	75%	81%	78%	82%	78%

Table 4.4 shows the behavioral engagement aspect, students were given five statements related to behavioral

engagement in paragraph writing course with QuillBot. The first statement, “I actively engage in writing activities with QuillBot,” obtained 75%. It indicated that QuillBot significantly enhanced students' participation and involvement in their writing tasks.

The second statement, “I pay attention and wait carefully during correction feedback sessions from QuillBot,” obtained 81%. It indicated that students value the feedback, are actively engaged in the learning process, and are committed to improving their writing skills through diligent use of QuillBot.

The third statement, “I worked hard to choose the best suggestion from QuillBot,” obtained 78%. It indicated that students are actively engaged in the revision process, are critical thinking, and are committed to improving their writing skills with all their effort.

The fourth statement, “I intend to utilize QuillBot to help with my studying and writing,” obtained 82%. It indicates that students perceive it as a valuable and effective tool that they plan to continue using to support their academic writing.

The last statement, “I was able to write independently with good quality with the help of QuillBot,” obtained 78%. QuillBot has effectively supported students in developing their writing skills to a level where they feel confident and capable of producing high-quality work autonomously.

Those results indicated students perceive QuillBot positively in terms of behavioral engagement, active participation, commitment to improving their writing, and

recognition of QuillBot's value in enhancing their writing skills and learning experience.

c. Cognitive Engagement

Table 4. 7 Tabulation of data of Cognitive Engagement

Student	Variables				
	Question Number 11	Question Number 12	Question Number 13	Question Number 14	Question Number 15
S1	4	4	4	5	4
S2	2	3	3	3	3
S3	4	4	4	5	4
S4	3	4	4	5	5
S5	5	5	4	5	4
S6	4	5	5	5	4
S7	4	3	4	4	4
S8	5	5	5	5	4
S9	4	5	4	5	5
S10	4	3	4	5	3
S11	4	4	4	5	4
S12	3	4	4	3	3
S13	4	4	4	4	4
S14	5	5	4	5	5
S15	4	4	4	3	3
S16	3	3	4	4	4
S17	4	4	4	3	4
S18	4	4	4	4	4
S19	5	5	5	5	4
S20	4	4	4	4	4
S21	5	4	4	4	4
S22	4	4	4	5	4
S23	4	4	4	4	4
S24	3	3	3	4	4
S25	5	5	4	5	4
S26	3	5	5	5	4
Total	4	4	4	5	4
%	79%	82%	82%	88%	79%

Table 4.5 shows the cognitive engagement aspect, students were given five statements related to cognitive engagement in the paragraph writing course with QuillBot. The

first statement, “I was able to track my errors and mistakes in writing after checking it through QuillBot,” obtained 79%. It indicated that QuillBot effectively support cognitive engagement by helping students identify, understand, and learn from their writing errors.

The second statement, “QuillBot facilities the ability for anyone to learn, regardless of their location,” obtained 82%. It indicated QuillBot provides flexibility in the learning experience, reaches learners globally, and gives students the freedom to determine how to learn.

The third statement, “QuillBot is accessible and provides electronic feedback on writing,” obtained 82% same as previous statement. It indicated students perceive QuillBot as a valuable tool that offers convenient access to feedback, then can contribute to effectiveness in supporting writing skill development.

The fourth statement, “QuillBot helped me to improve my writing skills related to grammar, punctuation, paraphrasing, etc.,” obtained 88%. It indicated that students perceive QuillBot as an effective tool for improving various aspects of writing skills, which in turn contributes to overall writing proficiency and confidence.

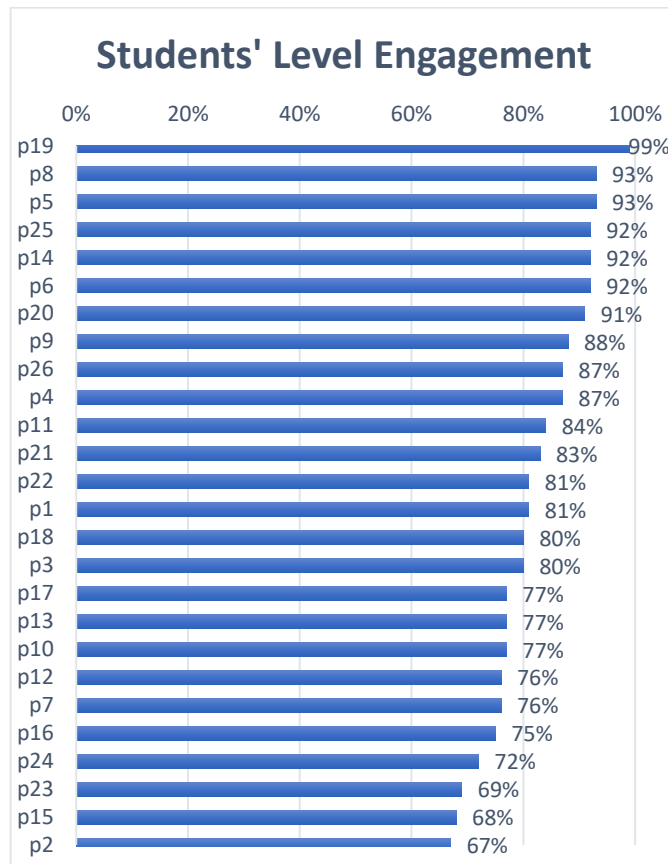
The last statement, “I was able to solve any problem in my writing with the help features that were provided in QuillBot,” obtained 79%. It indicated that QuillBot's features are effective tools for solving writing problems, enhancing the writing process, and improving the quality of their written work.

Overall, those results indicated students perceive QuillBot positively in terms of cognitive engagement. QuillBot provides tools and features that facilitate error identification, global learning accessibility, feedback provision, writing skill improvement, and problem-solving support. These aspects contribute to students' overall writing proficiency, confidence, and learning experience in paragraph.

2. Student Engagement Level

The level of students' engagement in the paragraph writing course with QuillBot was measured using percentages. Then, the results of the percentage analysis were provided in the forms of diagrams picture.

Figure 4. 3 Level of Students Engagement



The table above displays the proportion of students' engagement in the paragraph writing course with QuillBot. The results indicated that, out of the 26 participants, P2 had the lowest level student engagement score at 67%, while P19 had the greatest level engagement score at 99%.

3. The Most Dominant Aspect of Students' Engagement

The results below were arranged based on the most dominant to less dominant aspect of students' engagement that appeared during paragraph writing course with QuillBot.

Table 4. 8 *The questionnaire result on types of student engagement in Paragraph Writing Course with QuillBot*

No.	Types of Engagement	Item Question No.	<i>P</i>	\bar{X}	Interpretation
1.	Emotional Engagement	1	86%	86%	Very High
		2	86%		
		3	82%		
		4	89%		
		5	87%		
2.	Cognitive Engagement	11	79%	82%	Very High
		12	82%		
		13	82%		
		14	88%		
		15	79%		
3.	Behavioral Engagement	6	75%	79%	High
		7	81%		
		8	78%		
		9	82%		
		10	78%		

According to the survey, students' emotional engagement received an 86% score. Meanwhile, cognitive and behavioral engagement received scores of 82% and 79%. This indicates that emotional engagement ranked highest among the several forms of

student engagement that encompassed how students felt in a classroom. Overall, QuillBot can engage students in emotional, behavioral, and cognitive writing activities.

4.1.3. Students' Challenges in Developing Writing with QuillBot

Students faced some challenges in paragraph writing course with QuillBot. Based on the data, most students mentioned that the challenge came from unfamiliarity with QuillBot, inaccuracies in QuillBot's feedback, and technical problems.

1. Unfamiliar with QuillBot

One of the challenges students encountered when using QuillBot was unfamiliarity with QuillBot. Some students come to paragraph writing courses without knowing QuillBot before. Therefore, for some students who did not know about QuillBot, it was the first time for them knew about QuillBot. For instance, informant P1, P4, and P6 mentioned that their initial encounter with QuillBot was in the classroom, as they said in the interview,

"I was not familiar with it at all. The first time I heard about and used the QuillBot application was in the class". (P1)

"I was not familiar with it at all. That was the first time I heard about and used QuillBot". (P4)

"I was not familiar with it at all". (P6)

Based on the statement above, informant P1 mentioned that her first exposure to QuillBot was in class, indicating she had no prior knowledge or experience with the application. Similarly, informants P4 and P6 also state that they were unfamiliar with QuillBot before the course. It suggests that many students had yet to encounter it despite QuillBot's presence as a writing aid. This unfamiliarity suggests that

although QuillBot may be a widely available writing aid, not all students were familiar with or used it before it was introduced in the class.

2. Feedback Inaccuracy

The second challenge students encountered when using QuillBot was inaccurate feedback. Some informant said in the interview that they received inaccurate feedback from QuillBot, which was exactly feedback from Grammar Checker and Summarizer features. They said,

“In my opinion, the results from the summarizer feature are less accurate, but there are no technical problems.” (P1)

“I am not very satisfied because I found an error in the grammar.” (P5)

Informant P1 expressed her dissatisfaction with the answers produced by the summarizer feature. The informant’s dissatisfaction was because the results of summarizer feature did not provide an effective summary and represent all the content she had input. However, she does not encounter technical issues or malfunctions with the feature's operation. While the feature runs smoothly, the content it generates needs improvement in terms of accuracy. In contrast to informant P1, informant P2 said she found inaccuracies result from the Grammar Checker feature. She said she found one grammatical error, which was inappropriately used. It indicates that even minor language mistakes can significantly impact user satisfaction.

However, the accuracy of the precision produced by QuillBot is very important. Accurate feedback impacts students which is the level of confidence in their writing. Therefore, apart from relying on QuillBot, some informant said their strategies for overcoming inaccurate QuillBot feedback include:

“Yes, I asked my friend to check my paragraph to see if there were any grammar mistakes that QuillBot might have missed

or incorrectly identified. However, I did not compare the results with other websites because I am only familiar with QuillBot's Grammar Checker feature". (P1)
"I asked my friends for corrections but did not seek feedback from other websites". (P5)

The informants who were P1 and P5 said they were unsure of their writing after using Quillbot, so they asked their classmates to double check whether their writing was correct or still needed correction. In addition, two informants with similar answers also said they only used AI websites, such as QuillBot, because they were unfamiliar with other AI websites. The statement above indicates that both users rely on their friends for additional grammar verification.

In contrast, informant P2 and informant P6 compared the feedback results from quillbot with those of other web AI to find similarities or differences in the feedback generated after using the web. Informant P2 also stated that there were no significant feedback differences between Quillbot and other AI websites.

"I compared QuillBot's grammar check results with those from other AI websites, but there was no difference". (P2)
"I checked QuillBot's feedback against other AI website features to see if there were any differences. If there was a difference, I also asked my friend to make sure". (P5)

Based on the statement above, both informant P2 and informant P5 also compared the result from QuillBot with other AI correction. However, informant P2 explained that she compared the grammar check results from QuillBot with those from other AI websites and observed no differences. Meanwhile, informant P5 also checked the feedback from QuillBot against other AI website features. If informant P5 noticed any difference between the results from QuillBot and the other tools, she would seek further verification by asking a friend to review the text. Informant P5 uses this method to ensure grammatical accuracy by cross-

referencing multiple sources and involving humans when necessary. On the other hand, informant P3 stated in her interview that she prefers to correct the feedback results from the QuillBot by herself with the help of a dictionary,

“After receiving the answer from QuillBot, I corrected it myself and also consulted the dictionary for assistance”. (P3)

Based on the interview above, informant P3 mentioned that after receiving grammar and writing suggestions from QuillBot, she took the initiative to make corrections by consulting a dictionary. It indicates that P3 used a combination of AI assistance and traditional reference tools to ensure the accuracy and quality of her writing. Meanwhile, only informant P4 did not give any specific statements about the problems she faced in developing her writing using Quillbot. The lack of detailed comments from informant P4 suggests a neutral or smooth experience with QuillBot, with no significant issues to report.

3. Technical Problem

The last challenge that the students encountered when using QuillBot was a technical problem. In the beginning, when students were introduced to QuillBot and were asked to use QuillBot, they had difficulty accessing QuillBot via Google Chrome because many of them did not have a data package, so they relied on campus WiFi. In contrast, the campus WiFi itself was slow. Therefore, it took quite a long time to enter QuillBot’s main page. As informants said who P4,

“I encountered more technical problems, such as poor signal, and found it difficult to access QuillBot on my handphone. Some features were not fully functional or optimized for mobile used”. (P4)

Informant P4 also added that she had technical problems because she could not access several features when she accessed QuillBot through

her handphone. The informant P2 also made a similar statement. She said QuillBot could not be accessed through her handphone even though she had used a data package and the signal on her handphone was stable.

“It is primarily a technical problem; the application cannot be accessed on mobile phones”. (P2)

Furthermore, the technical problems those students face are still due to the difficulty of accessing QuillBot on handphones. However, technical problems based on statements informants P5 and P6 can no longer be tolerated because those problems disturb students' writing concentration and are likely to affect writing results. The technical problem is that the answers or feedback from the Translator and QuillBot Flow feature are not fully displayed on the layer when using a handphone; in other words, the answers are cut off.

“One answer from the Translator feature was missing”. (P5)
“It is mostly a technical problem. It is difficult to use QuillBot on a mobile phone, so the results from QuillBot Flow were not displayed properly on the screen”. (P6)

Based on the statement provided by informants P2, P5, and P6, this suggests that the student finds it inconvenient or limiting that QuillBot is not easily usable on mobile devices, which could affect their ability to use the tool flexibly and efficiently in various settings. Related to the technical problem above, then to overcome these challenges, students carry out solutions; as informant said in the interview,

“I can manage it well by accessing it on my laptop”. (P2)
“Since it is challenging to access on handphone, I used a laptop to ensure I can utilize all the features”. (P4)
“I switched to using a laptop”. (P5)

As mentioned by the informants P2, P4, and P5, the solution is to switch to using laptop rather than a handphone to accessing QuillBot. This solution is in line with the informants' statements indicating that QuillBot

can be handled well and accessed more effectively on laptops compared to a handphone. One informant P6 said she asked her friend to check the answer, which was not displayed on her handphone.

“I asked a friend for help to check the results that were not displayed on my handphone”. (P6)

Based on informant P6’s statement above, she used another strategy to overcome technical difficulties with QuillBot on mobile devices. Since informant P6 encountered problems with viewing results on her phone, she asked for help from her friend; that is why students can overcome technical challenges and continue to use QuillBot effectively, even when direct access to her preferred device is problematic. Apart from that, to overcome campus WiFi that can be used or slow, some students used their own data package to make it easier and faster for them to access QuillBot based on the research observation.

4.2 Discussion

In this section, the researcher discussed the main findings and correlated them to theories in the previous chapter. This discussion is about the implementation QuillBot in paragraph writing course, the most dominant aspect of students’ engagement between emotional, behavioral, and cognitive engagement in paragraph writing course with QuillBot, and students’ challenges in developing writing with QuillBot.

4.2.1. The Implementation of QuillBot in Paragraph Writing Course

Firstly, the researcher discusses the findings of the implementation of QuillBot in paragraph writing course. The aim of implementing QuillBot in paragraph writing course is to find out the way QuillBot foster and facilitate students’ engagement in paragraph writing course. Second-

semester students are typically just beginning to learn writing courses that cover basic paragraph and essay writing. At this stage, the material is generally more straightforward and does not yet involve complex writing concepts. The goal of these courses is to equip students with the foundational skills needed to construct coherent paragraphs and well-structured essays. This foundational training aims to prepare them for more advanced writing tasks in subsequent semesters.

Based on the observations and interviews, the researcher found that most of EFL students showed high engagement in using QuillBot in the paragraph writing course. Data shows that students were fostered and facilitated their students' engagement emotionally, behaviorally, and cognitively. This research found four reasons or factors of students' engagement that became fostered and facilitated with QuillBot in terms of ease of use, helpful features, increased motivation and confidence, and enhanced writing skill.

The first finding is ease of use. The lecturer integrated QuillBot in writing classes as a supporting tool to make it easier for students to complete essay assignments. Students can use QuillBot and explore the features available after the lecturer demonstrates QuillBot in front of the class. Moreover, when they were introduced to Quillbot in the class, they admitted they enjoyed and felt helped by QuillBot because QuillBot features made it easier to complete their essay assignments. Additionally, writing with QuillBot can simplify the writing process, making it easier, and more accessible. This is in line with Nurmayanti and Suryadi (2023), who stated that Quillbot is easy to use and understand, which makes it a great tool for students who struggle with writing scientific articles. Similarly, Fitria (2022) also claims that Quillbot is a time-saving tool that

may improve the text's clarity and assist in locating relevant synonyms. Quillbot is widely used by millions of users, including students, writers, bloggers, and business professionals, because of its extensive vocabulary and ease of use.

The second finding is helpful features. Students accessed the features in QuillBot, such as QuillBot Flow, Grammar Checker, Summarizer, and Translator, because those features meet the needs of their writing assignment. Grammar Checker and QuillBot Flow features were the most commonly used by students to finish their essay assignments. Grammar Checker helps students ensure grammatical accuracy in their writing, while QuillBot Flow guides their paragraphs' logical progression and coherence. These two features were crucial as they contributed to the quality and clarity of their essays. Students often rely on these features to enhance and refine their writing, resulting in more structured and easily understood essays. Overall, QuillBot has very helpful features. This is in line with Fitria (2021), who stated that Quillbot is considered one of the most useful online applications as it allows students to proofread, edit, organize and rewrite their writing, avoid plagiarism, shorten sentences and ensure correct grammar. Similarly, Syahnaz and Fithriani (2023) also stated that QuillBot features provide benefits for three main reasons: enhancing the content or argumentation, reducing grammatical errors, and enhancing language use.

The third finding is increased motivation and confidence. Most students were motivated to correct mistakes in their writing, especially in grammar. Therefore, they used Grammar Checker to minimize grammar errors and improve their writing quality. In addition, students were motivated to create writing with varied content, ensuring it was not

monotonous with the assistance of the QuillBot Flow feature, which helped them discover new ideas to incorporate into their writing. In this case, if their writing results were good in grammar, specifically minimal errors, coherent in each sentence and paragraph, this will increase their self-confidence when collecting their written results. This is in line with Zimmerman and Labuhn (2012), who stated that the biggest benefits of AI-powered digital tools in education include increased student engagement, improved achievement, motivation, and self-regulation. Similarly, Syahnaz and Fithriani (2023) also stated that students feel more confident with their writing when they can utilize QuillBot's features and conveniences without worrying about the content, such as grammatical structure errors or limited vocabulary.

The last finding is enhanced writing skill. Overall, students expressed positive feedback about QuillBot's integration into their writing process. They found it helpful, like creating paragraph outlines, checking grammar, and executing ideas efficiently. This finding revealed that integrating QuillBot, specifically designed to spark student curiosity and engagement, enhanced their writing abilities. This is in line with Kurniawati (2022), who stated that using AI-powered technology like QuillBot in writing, particularly in academic writing, has a significant role in creating high-quality writing for students. Similarly, Syahnaz and Fithriani (2023) also stated that QuillBot improved students' academic writing.

4.2.2. The Most Dominant Aspect of Students' Engagement Between Emotional, Behavioral, and Cognitive Engagement in Paragraph Writing Course with QuillBot

Secondly, the researcher discusses the findings of the most dominant aspect of students' engagement between emotional, behavioral, and cognitive in paragraph writing course with QuillBot, which can be shown from the high score. Based on the questionnaire result, 86% of the students were classified as having very high emotional engagement. It can be seen that students have strong positive emotional responses, such as building confidence, ease of use, excitement, happiness, pride, and contribute significantly to the effective learning experience. Meanwhile, 82% of the students were classified as having very high cognitive engagement, which can be seen from students actively using QuillBot as a tool for error identification, learning, feedback, skill improvement, and problem-solving in their writing activities. In the other hand, 79% of the students were classified as having high behavioral engagement, which can be seen from students' active participation and attentive involvement in writing activities with QuillBot. This finding demonstrated that two or more aspects of students' engagement could occur at the same time. However, the level of each engagement aspect can be different, as seen from the measurement results of students' emotional engagement, which was higher when QuillBot was integrated.

This finding is contrary to Syahnaz and Fithriani (2023), who stated that students' cognitive engagement showed the most significant increase when QuillBot was integrated into the English writing class. Similarly, Kurniati and Fithriani (2022) also stated the positive impact of

QuillBot on students' cognitive engagement. This difference is due to the student's level of familiarity with QuillBot. In this research, students were entirely unfamiliar with QuillBot. This lack of familiarity might have led students to focus more on the emotional aspects when first introduced to the new tool, such as curiosity, interest, or even anxiety towards the new technology. Consequently, their emotional engagement was fostered as they were more emotionally involved in learning with a tool they were beginning to explore. The findings from the two research above show cognitive engagement as the most significant increase because students had prior experience and skills in using QuillBot to assist with their tasks. Therefore, it enhanced students' cognitive engagement as they felt more comfortable and proficient in leveraging the technology to support their learning. In summary, the level of students' familiarity with QuillBot is crucial in determining the aspects of engagement that stands out. Students who are already familiar with QuillBot tend to show increased cognitive engagement because they know how to use the tool effectively. Meanwhile, students who are unfamiliar with QuillBot may exhibit higher emotional engagement as they are in the process of adjusting to and exploring the new technology.

4.2.3. Students' Challenge in Developing Writing with QuillBot

QuillBot was implemented in the paragraph writing course by the lecturer for three meetings. Some students faced challenges when developing their writing with QuillBot. These challenges came from both internal and external sources. The internal challenge was being unfamiliar with QuillBot, while feedback inaccuracy and technical problem were the external challenges.

1. Unfamiliar with QuillBot

Internal challenge found in this finding was unfamiliar with QuillBot. Some students knew about QuillBot for the first time in the class, indicating they had no prior knowledge or experience with the application. Even though the average student in the class belongs to Generation Z (Gen-Z), aged 18 to 20 years old, which is often characterized by their tech-savviness, it does not mean all of them are proficient with every technological tool. Some students might not have been exposed to specific applications like QuillBot. This tech illiteracy can result from various factors, such as limited access to technology resources in their previous education or personal lives. This finding is contrary to other studies where the research participants were students majoring in English Education who were already familiar with QuillBot (Kurniati and Fithriani, 2022; Syahnaz and Fithriani, 2023). Similarly, Yustiana et al. (2023) also stated that the most students on their research were familiar with QuillBot and had been using it for over a month.

2. Feedback Inaccuracy

The first external challenge found in this finding was feedback inaccuracy. In this case, QuillBot produced feedback that did not make sense, such as the summarizer feature producing results that did not accurately reflect the main points or intended meaning of the original text, and the grammar checker feature providing incorrect or misleading corrections. On the other hand, accuracy plays an important role while writing assignments. Some students showed their dissatisfaction with the accuracy of feedback from QuillBot. Thus, they overcame those problem by double-checking by asking their

classmate, asking from other AI, and using traditional method such as a dictionary. This is in line with Rakhmanina (2022), who stated that sometimes the sentences produced by QuillBot are unexpected and need to meet the standards of correct grammar, punctuation, and spelling. Similarly, Syahnaz and Fithriani (2023) also stated that QuillBot's paraphraser is imperfect and does not work well with larger slices of content, leading to logical and sentence structure mistakes.

3. Technical Problem

The second external challenge found in this finding was technical problem. All students observed in the class, and all interviewees agreed that technical problems, such as internet connection issues, were common when students were required to access technology to assist with their studies in the classroom. Therefore, students find it difficult to access QuillBot and explore existing features. Students cannot fully utilize QuillBot features, such as paraphrasing, grammar checking, and vocabulary enhancement, which were designed to help them improve their writing skills. Consequently, the learning experience becomes fragmented and less efficient as students spend more time troubleshooting technical issues instead of focusing on their assignments. In addition, frequent technical difficulties also cause frustration, demotivate students, and impact their overall learning experience. This finding is in line with Jaladara et al. (2023). who stated that the obstacles faced by students when using QuillBot were due to poor networks, which impacted on the difficulty of operating QuillBot. Similarly, Kurniati and Fithriani (2022) highlighted that 2.9% of students reported that the application was difficult to use because it required a good internet connection,

which sometimes caused problems. In addition, the finding from Syahnaz and Fithriani (2023) is the same as the two findings above, which mentioned that some students experienced difficulties in accessing QuillBot due to poor internet connectivity, which hindered their ability to use the tool effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter displays the conclusion obtained from the findings and discussion in the previous chapter. Moreover, several suggestions are given to explain and provide guidance for conducting future research on the same topic.

5.1. Conclusion

After obtaining data from questionnaires, interviews, and documentation, the researcher concluded that the lecturer integrated QuillBot as a writing learning tool because the features available in QuillBot can serve or meet the needs of students and overcome problems students face when writing. Those features like QuillBot Flow, Grammar Checker, Summarizer, and Translator help students improve their writing skills by providing real-time assistance and feedback. In addition, the lecturer integrated QuillBot to foster student engagement in the writing class. The lecturer's steps in using QuillBot during the teaching-learning process were well-structured. Initially, the lecturer explained the reasons why QuillBot was integrated, introduced and demonstrated QuillBot, and allowed students to complete assignments using QuillBot. At the end of the teaching-learning process, the lecturer analyzed how students responded to the integration of QuillBot. Students responded positively to QuillBot in improving the quality of their writing. The finding showed that most EFL students were fostered and facilitated their engagement emotionally, behaviorally, and cognitively. There were four reasons or factors why student engagement became fostered and facilitated with QuillBot in terms of ease of use, helpful features, increased motivation and confidence, and enhanced writing skill.

Among emotional, behavioral, and cognitive engagement, emotional engagement emerged as the most dominant aspect. Based on the statistical data, the most dominant aspect is emotional engagement, with a score of 86% categorized as very high. Then cognitive engagement with a score of 82% categorized as very high. Followed by behavioral engagement with a score of 79% categorized as high. This finding demonstrated that it was possible for two or more aspects of students' engagement to occur at the same time. The highest emotional engagement indicates that students' feelings and attitudes towards using QuillBot were very positive, which most likely enhanced their overall learning experience. Cognitive engagement underlined that students were intellectually stimulated and perceived QuillBot as a valuable tool for improving their writing skills. Finally, high behavioral engagement indicates a solid level of participation and effort, although slightly less intense than the other two aspects. In conclusion, integrating QuillBot into the paragraph writing course successfully fostered students' engagement levels across emotional, cognitive, and behavioral dimensions. However, the level of each engagement aspect can be different.

Students faced two types of challenges when developing their writing with QuillBot: internal and external. Internally, many students encountered issues due to their unfamiliarity with QuillBot, as it was their first time using QuillBot in the classroom. Despite being part of Generation Z, not all students have the same level of technological proficiency. This lack of prior experience required additional time and effort to learn how to navigate and utilize QuillBot effectively. Externally, students faced two main challenges when using QuillBot to develop their writing. The first challenge was the inaccuracy of feedback from QuillBot's features. For example, Grammar Checker sometimes provided incorrect corrections. Additionally, Summarizer feature did not always produce effective summaries that accurately represented all the input content. The second external

challenge was technical problem, particularly poor internet connections. These connectivity problems often disrupted students' access to QuillBot consistently and effectively during their writing tasks. These technical difficulties interrupted the learning process and added an extra layer of frustration, further complicating the students' ability to fully benefit from QuillBot's features.

The use of QuillBot in the EFL writing course shows that technology can significantly foster and facilitate student engagement (emotionally, behaviorally, and cognitively) while also enhancing students' writing skills through quick feedback and helpful features. The high levels of emotional student engagement underscore the importance of creating a learning environment that not only stimulates students intellectually but also connects with them emotionally to maximize overall engagement and effectiveness. Additionally, QuillBot also increased students' motivation and confidence, suggesting that educators consider its integration into the curriculum. However, challenges such as student unfamiliarity and technical problem emphasize the importance of initial training and good technical support. Providing initial training and good technical support will ensure that both students and lecturer can fully benefit from QuillBot's capabilities, allowing them to use it effectively. Despite its advantages, it is important to recognize that AI tools like QuillBot are not perfect and may produce errors in its feedback; thus, human intervention is crucial to review and correct the AI-generated feedback.

5.2. Suggestion

Based on the findings of the study, the researcher made some suggestions for three sections, as follows:

1. For teacher/lecturer

QuillBot can be used as a writing-learning tool. This application will have a good impact and attract students' engagement in learning, especially in writing in English. Lecturer must motivate students to be active and enthusiastic when writing, thus students can remove the stigma that writing classes are boring by integrating QuillBot.

2. For students

Students can use QuillBot to check or evaluating writing from available features on QuillBot; as a result, it can be a helpful tool in writing, especially for finishing English writing assignments. Besides the paraphrasing feature, other features such as QuillBot Flow are also helpful for making an outline for essay.

3. For future research

The other researcher is expected to use the result of this study as an additional reference for the next research. Besides that, the other researcher will be better to analyze or examine the level of students' engagement in more depth.

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APPENDICES

Appendix I Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
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Nomor : 875/Un.03.1/TL.00.1/03/2024 7 Maret 2024
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada

Yth. Rektor UIN Maulana Malik Ibrahim Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Alfi Thooyibah
NIM : 200107110025
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2023/2024
Judul Skripsi : **Fostering EFL Students' Writing Engagement With QuillBot as an AI-Powered Writing Assistant**
Lama Penelitian : **Maret 2024** sampai dengan **Mei 2024** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Agg. Nekan,
Nekan Bidang Akaddemik

Muhammad Walid, MA
19730823 200003 1 002

Tembusan :

- 1 Yth. Ketua Program Studi TBI
- 2 Arsip

Appendix II Instrument Validation Sheet

Validation Sheet Students' Writing Engagement Test

"Fostering EFL Students Writing Engagement with QuillBot as an AI-Powered Writing Assistant"

Validator : Wahyu Indah Mala Rohmana, M.Pd
NIP : 199210302019032017
Expertise : English Writing
Institution : State Islamic University of Maulana Malik Ibrahim Malang
Validation date : 17/03/2024
(dd/mm/yyyy)

A. Introduction

This validation sheet aims to gain an assessment from the validator on the research instrument in the form of eleven questions for students and seven questions for lecture in the form of interview. This instrument will address the research subject, namely EFL students. Any comments and suggestions are very important for the researcher to improve the quality of the instrument. Thank you for your willingness to be a validator in this research.

B. Assessment Rubric

Instrument Interview for Students

No.	List of Interview Questions
1.	Are you familiar with QuillBot before?
2.	Tell me about your English writing experience with QuillBot.
3.	Do you enjoy writing with QuillBot?
4.	Do you think that QuillBot helps you write English well?
5.	Are you more interested in writing with the help of QuillBot?
6.	Do you always ask for feedback from QuillBot?
7.	What kind of feedback was the most helpful to you?
8.	Were you satisfied with the feedback and overall comments of the QuillBot?
9.	What strategies did you adopt in responding to QuillBot feedback? Are there any specific revisions strategy, such as ask for feedback from your friends as well?
10.	What are the challenges that you faced in writing with QuillBot?
11.	How did you overcome the challenges that you faced in writing with QuillBot?

Instrument Interview for Lecture

No.	List of Interview Questions
1.	Do you use QuillBot as a writing learning media?
2.	Why did you choose QuillBot as a writing learning media?
3.	What is the function of QuillBot in writing class?
4.	Does QuillBot that you apply in writing class can foster and facilitated student engagement?
5.	Are students interested in the QuillBot application that you apply?

C. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please checking (√) the statement that match the conclusion you gave

1. The instrument can be used without revision (√)
2. The instrument can be used with slight revision (...)
3. The instrument can be used with many revision (...)
4. The instrument cannot be used (...)

Malang, 18 Maret 2024



Wahyu Indah Mala Rohmana, M.Pd
NIP. 199210302019032017

Appendix III The Validity and Reliability Test

Item Number	Comparing r Values		
	r Count	r Table	Explanation
1	0,871	0,602	Valid
2	0,908	0,602	Valid
3	0,913	0,602	Valid
4	0,831	0,602	Valid
5	0,841	0,602	Valid
6	0,849	0,602	Valid
7	0,902	0,602	Valid
8	0,94	0,602	Valid
9	0,832	0,602	Valid
10	0,855	0,602	Valid
11	0,900	0,602	Valid
12	0,886	0,602	Valid
13	0,912	0,602	Valid
14	0,813	0,602	Valid
15	0,854	0,602	Valid

Reliability Statistics

Cronbach's Alpha	N of Items
.976	15

Appendix IV Observations Checklist

Nama Dosen : Wahyu Indah Mala Rohmana, M.Pd

Mata Kuliah : Paragraph Writing

Kelas : A

Lokasi Penelitian : UIN Maulana Malik Ibrahim Malang

Cek List Observasi

No.	Observation Activity	Yes	No	Description (Background Situation and The Way of Activity)
1.	Lecturer use learning media in paragraph writing class	√		Lecturer integrate QuillBot in writing classes as a supporting tool or to help make it easier for students to complete essay assignments.
2.	Lecturer introduce QuillBot as a learning media	√		Lecturer explains what QuillBot is, introduces the available features, and how it functions in class to students.
3.	Lecturer explains the steps to use QuillBot	√		Lecturer demonstrated how to access QuillBot without installing the application, by log in via Google Chrome, then the lecturer also explained how to respond to feedback or comments given by QuillBot.
4.	Students can use the QuillBot	√		Students can use QuillBot after the lecturer demonstrates it in front of the class, then the lecturer gives students time to explore the available features.
5.	Students are interested in using QuillBot	√		Students are interested in integrated QuillBot in the class and students are very enthusiastic when lecturer give them time to explore the features available in QuillBot.
6.	Students use QuillBot to help finish their paragraph writing assignments	√		Students use QuillBot to help and complete assignments in writing essays given by lecturer. Students access the features in QuillBot such as QuillBot Flow, Grammar Checker, Summarizer, and Translator.
7.	Lecturer faced problems in using QuillBot	√		Problem faced by lecturer when initially introducing QuillBot to students. Almost all of the students did not bring laptops, so when students were asked by the lecturer to explore the features on QuillBot, they

				access using their handphone. However, when accessing the QuillBot Flow feature on a handphone, there are some handphone that cannot access it, there are also those that can access it but the answers by QuillBot Flow do not appear in their entirety.
8.	Students faced problems in using QuillBot	√		The obstacles faced by students are that some of them do not have data packages so they have to use campus Wifi, which is the campus Wifi is often slow because many people use it, as well as other technical obstacles such as the QuillBot feature which is not supported when accessed on a handphone.
9.	Lecturer overcome those problems	√		Lecturer can overcome the obstacles faced by students, starting from asking them to change the Google Chrome display from handphone settings to desktop settings, as well as requiring all students at the next meeting to access QuillBot via laptop, in order to minimize possible problems.

Appendix V Instrument of Interview

Instrument of Interview

Fostering EFL Students' Writing Engagement With QuillBot As An AI-Powered Writing Assistant

No.	List of Interview Questions
1.	Are you familiar with QuillBot before?
2.	Tell me about your English writing experience with QuillBot.
3.	Do you enjoy writing with QuillBot?
4.	Do you think that QuillBot helps you write English well?
5.	Are you more interested in writing with the help of QuillBot?
6.	Do you always ask for feedback from QuillBot?
7.	What kind of feedback was the most helpful to you?
8.	Were you satisfied with the feedback and overall comments of the QuillBot?
9.	What strategies did you adopt in responding to QuillBot feedback? Are there any specific revisions strategy, such as ask for feedback from your friends as well?
10.	What are the challenges that you faced in writing with QuillBot?
11.	How did you overcome the challenges that you faced in writing with QuillBot?

No.	List of Interview Questions
1.	Do you use QuillBot as a writing learning media?
2.	Why did you choose QuillBot as a writing learning media?
3.	What is the function of QuillBot in writing class?
4.	Does QuillBot that you apply in writing class can foster and facilitated student engagement?
5.	Are students interested in the QuillBot application that you apply?

Appendix VI Instrument of Questionnaire

Instrument Questionnaire

Fostering EFL Students’ Writing Engagement with QuillBot as an AI-Powered Writing Assistant

The Questionnaire contained fifteen statements or questions that divided into three aspects of engagement:

- Items 1-5 were emotional engagements
- Items 6-10 were behavioral engagements
- Items 11-15 were cognitive engagements

Response formats will used in the research questionnaire are as:

- Strongly Agree (SA) : 5
- Agree (A) : 4
- Neutral (N) : 3
- Disagree : 2
- Strongly Disagree : 1

No.	The Questionnaire Statements	1	2	3	4	5
1.	I am confident and comfortable with QuillBot					
2.	I enjoy the ease of employing QuillBot in a writing class					
3.	I feel excited for the writing class with QuillBot					
4.	I feel happy when I work on my writing with the help of QuillBot					
5.	I feel proud to have finished my writing with the help of QuillBot					
6.	I actively engage in writing activities with QuillBot					
7.	I pay attention and wait carefully during correction feedback sessions from QuillBot					
8.	I worked hard to choose the best suggestion from QuillBot					
9.	I intend to utilize QuillBot to help with my studying and writing					
10.	I was able to write independently with good quality with the help of QuillBot					

11.	I was able to track my errors and mistakes in writing after checking it through QuillBot					
12.	QuillBot facilitates the ability for anyone to learn, regardless of their location					
13.	QuillBot is accessible and provides electronic feedback on writing					
14.	QuillBot helped me to improve my writing skills related to grammar, punctuation, paraphrasing, etc					
15.	I was able to solve any problem in my writing with the help features that were provided in QuillBot					

Appendix VII Interview Transcript (Lecturer)

Data Interview Lecturer

Informant : Ms. Wahyu Indah Mala Rohmana, M.Pd.

Day/Date : Wednesday, 3rd April 2024

Place : UIN Maulana Malik Ibrahim Malang

Code : T1

No.	Research Questions	Informant Answer
1.	Do you use QuillBot as a writing learning media?	Untuk semester kemarin tidak, tetapi setelah melihat perkembangan AI ini saya rasa QuillBot memang bisa membantu terutama untuk memperbaiki struktur kalimat, grammar, dsb untuk tulisan mahasiswa, karena selama ini pengalaman saya struktur kalimat dan grammarnya kurang bagus.
2.	Why did you choose QuillBot as a writing learning media?	Karena memang fiturnya sangat banyak dan bisa mengakomodir kebutuhan mahasiswa salah satunya adalah memperbaiki grammar, kedua memperbaiki structure kalimatnya, yang ketiga itu bisa memprovide ide ide untuk paragraph Ketika mahasiswa kehabisan idenya menulis di topiknya, QuillBot ini cukup membantu untuk memberikan inspirasi outline apa yang harus ditulis dalam tulisannya.
3.	What is the function of QuillBot in writing class?	Sebagai assisting students to write, topiknya tetap dari mahasiswa, namun outline bisa dibantu dari QuillBot, pengembangan penulisannya kembali dari mahasiswa dengan ide ide mereka sendiri, nah setelah hasilnya selesai baru QuillBot bisa membantu tulisan mahasiswa dalam memperbaiki grammar, structure, dan pilihan kata yang tepat atau tidak.
4.	Does QuillBot that you apply in writing class can foster and facilitated student engagement?	Iya tentu untuk memfasilitasi, karena disana banyak fitur fitur yang membantu, awalnya mahasiswa yang stuck untuk menulis Ketika memakai QuillBot ini jadi lebih engage, bisa masuk pembelajaran ini terbantu karena fitur-fitur dari QuillBot.
5.	Are students interested in the QuillBot application that you apply?	Ya, karena belum banyak yang menggunakan, apalagi mereka mahasiswa semester 2 yang selama ini mikirnya menulis itu rely on their ideas, dan ternyata ada fitur baru yang sangat bisa membantu memperbaiki tulisan mereka sehingga

		saya rasa Ketika saya berikan ini ke mereka, mereka sangat tertarik di fitur-fiturnya dan juga lebih interested dalam menulis, karena selama ini menulis itu dipandang sulit, nah ternyata lewat QuillBot ini lebih terbantuan.
6.	What problems do students face in using QuillBot in writing class?	Masalah ini awalnya muncul dari niat, yakni pikiran siswa yang memandang menulis ini akan berat, setelah itu Ketika dosennya tidak memberikan topik mereka akan pusing sendiri untuk mencari topik apa yang sesuai untuk ditulisnya, selanjutnya Menyusun apa yang ditulis, seperti mereka banyak ide di otak mereka, namun susah untuk menuangkannya. Selanjutnya setelah dibantu QuillBot dalam membuat outline nya, mereka masih struggling juga dalam penulisan ide/pengembangan ide, berdasarkan mahasiswa Ketika saya tanyai itu dikarenakan vocabulary dan kemampuan menulisnya juga kurang, jadi mau mengembangkan pun mereka harus menulis dengan Bahasa Indonesia dulu baru mereka cari dictionary untuk mengembangkan ide ide mereka, jadi struggling lebih karena basic mereka/ level mereka menulis itu masih kurang.
7.	What solutions do you use to solve those problems	Ya pakai QuillBot tadi, tidak hanya di 1 atau 2 pertemuan, tapi kita beri tugas menulis dan mereka bisa menggunakan QuillBot itu untuk membantu, atau saya bisa pakai metode collaborative writing, Dimana mereka collaborative writing dengan temannya sehingga Ketika salah satu dari mereka running out idea, salah satunya bisa membantu, selanjutnya karena matkul saya paragraph writing, saya tidak secara langsung meminta mereka untuk menulis essay, saya akan menyuruh membuat yang paling basic yakni membuat kalimat, setelah paragraph sudah oke baru dikembangkan menjadi essay.

Appendix VIII Interview Transcript (Participants)

Participant 1

- 1. Are you familiar with QuillBot before?**
Belum familiar sama sekali, dan pas dikelas itu baru pertama kali mendengar aplikasi QuillBot dan menggunakannya.
- 2. Tell me about your English writing experience with QuillBot.**
QuillBot sangat membantu saya pada beberapa hal seperti mentranslate serta mengecek grammar tulisan saya
- 3. Do you enjoy writing with QuillBot?**
Enjoy banget
- 4. Do you think that QuillBot helps you write English well?**
Iya, salah satunya yakni QuillBot membantu saya dalam membuat gambaran apa yang akan saya tulis nantinya dalam bentuk outline paragraf yang saya dapatkan dari memanfaatkan fitur QuillBot Flow
- 5. Are you more interested in writing with the help of QuillBot?**
Ya saya sangat tertarik menggunakan QuillBot, dan kemungkinan nanti saya akan memanfaatkan QuillBot kembali ketika memang saya sedang kesulitan dalam menyelesaikan tugas yang berkaitan dengan perkuliahan saya
- 6. Do you always ask for feedback from QuillBot?**
Ya sering sekali, dikarenakan saya mengerjakan sedikit demi sedikit paragraph yang saya buat, kemudian baru saya cek apakah ada kesalahan grammar dalam tulisan saya, jikalau ada maka akan saya perbaiki, begitu seterusnya hingga tugas paragraph saya selesai
- 7. What kind of feedback was the most helpful to you?**
Hampir semua fitur yang disediakan QuillBot yang ada kaitannya dalam membantu tugas paragraph writing saya sangat membantu sekali, diantaranya translate, grammar checker, dan quillbot flow
- 8. Were you satisfied with the feedback and overall comments of the QuillBot?**
Ya saya puas dengan feedback dari QuillBot, misalnya koreksian dari fitur grammar checker
- 9. What strategies did you adopt in responding to QuillBot feedback? Are there any specific revisions strategy, such as ask for feedback from your friends as well?**
Ya, saya meminta koreksian hasil paragraph saya kepada teman saya, kira kira apakah ada yang salah dengan grammar yang sudah dicek di QuillBot atau sudah benar, namun kalau membandingkan hasilnya dengan hasil web lain saya tidak melakukannya, dikarenakan saya hanya tahu fitur cek grammar di QuillBot saja
- 10. What are the challenges that you faced in writing with QuillBot?**
Dari fitur summarizer itu hasilnya agak kurang bagus menurut saya dan untuk kendala teknis nya sendiri belum ada kendala sama sekali
- 11. How did you overcome the challenges that you faced in writing with QuillBot?**
Dikarenakan hasil fitur summarizer dalam membantu saya membuat kesimpulan hasilnya kurang bagus, jadinya saya membuat sendiri kesimpulan tanpa bantuan QuillBot

Participant 2

- 1. Are you familiar with QuillBot before?**
Ya, saya familiar dengan QuillBot. Saya sudah sering menggunakan QuillBot sejak semester 1
- 2. Tell me about your English writing experience with QuillBot.**
Menulis dengan QuillBot memudahkan saya sekali, apalagi saya baru tahu bahwa di QuillBot fitur yang disediakan ternyata beragam, saya kira cuman untuk paraphrase saja
- 3. Do you enjoy writing with QuillBot?**
Seru dan enjoy karena memudahkan saya sekali dalam menulis
- 4. Do you think that QuillBot helps you write English well?**
Membantu sekali, salah satunya dari fitur grammar checker dikarenakan ternyata dalam tulisan saya banyak grammar yang salah
- 5. Are you more interested in writing with the help of QuillBot?**
Ya, dikarenakan sejauh ini masih QuillBot belum ada app lain yang saya gunakan dan saya tahu. Dan juga fitur di QuillBot juga sudah lengkap dalam membantu menulis
- 6. Do you always ask for feedback from QuillBot?**
Sering sekali, hampir selalu dan pake semua fitur yang bisa membantu dalam menyelesaikan tulisan saya
- 7. What kind of feedback was the most helpful to you?**
Feedback dari grammar checker yang paling sering saya gunakan, serta fitur lain untuk membantu menyempurnakan seperti QuillBot flow, summarizer, serta paraphraser
- 8. Were you satisfied with the feedback and overall comments of the QuillBot?**
Puas serta jawabannya sudah tepat menurut saya
- 9. What strategies did you adopt in responding to QuillBot feedback? Are there any specific revisions strategy, such as ask for feedback from your friends as well?**
Lebih ke membandingkan hasil cek grammar dari QuillBot dengan web lain apakah beda, namun ternyata sama dan tidak ada perbedaan
- 10. What are the challenges that you faced in writing with QuillBot?**
Lebih pada kendala teknis saja (pada saat di hp tidak bisa diakses)
- 11. How did you overcome the challenges that you faced in writing with QuillBot?**
Sudah bisa diatasi dengan baik (mengakses di laptop)

Participant 3

- 1. Are you familiar with QuillBot before?**
Sudah sangat familiar dan sering pake mulai dari semester 1. Tahu QuillBot dari iklan dan review dari Instagram tentang penggunaan QuillBot
- 2. Tell me about your English writing experience with QuillBot.**
Menyenangkan menulis dengan QuillBot
- 3. Do you enjoy writing with QuillBot?**
Enjoy dan sangat terbantu
- 4. Do you think that QuillBot helps you write English well?**

Membantu terlebih bagi saya yang membutuhkan waktu yang lama dalam mengeksekusi ide ide dengan bantuan QuillBot flow

5. **Are you more interested in writing with the help of QuillBot?**
Tertarik dan kemungkinan di next tugas akan memakai QuillBot kembali
6. **Do you always ask for feedback from QuillBot?**
Lumayan sering sekali serta fitur QuillBot flow yang paling sering saya akses
7. **What kind of feedback was the most helpful to you?**
Dibandingkan grammar saya lebih sering mengakses dan meminta bantuan dari QuillBot flow
8. **Were you satisfied with the feedback and overall comments of the QuillBot?**
Kurang puas, terlebih dengan AI saya merasa ada yang kurang dari setiap jawaban yang diberikan, karena yang saya tahu jawaban dari AI tidak selalu benar dan tepat
9. **What strategies did you adopt in responding to QuillBot feedback? Are there any specific revisions strategy, such as ask for feedback from your friends as well?**
Saya koreksi sendiri setelah dapat jawaban dari QuillBot, serta dibantu juga dengan kamus
10. **What are the challenges that you faced in writing with QuillBot?**
Lebih susah dalam menentukan tema, tidak ada kaitannya dengan akses penggunaan QuillBot
11. **How did you overcome the challenges that you faced in writing with QuillBot?**
-

Participant 4

1. **Are you familiar with QuillBot before?**
Tidak familiar sama sekali, pertama kali mendengar serta menggunakan QuillBot saat itu
2. **Tell me about your English writing experience with QuillBot.**
Agak membingungkan disaat pertama kali mendapat tugas membuat paragraph, namun dibantu dengan QuillBot, sehingga lebih mudah dalam mengerjakan tugas paragraf
3. **Do you enjoy writing with QuillBot?**
Enjoy, terutama ketika diperkenalkan fitur QuillBot Flow yang dimana lewat fitur tersebut bisa memberikan gambaran (outline) sebelum menulis paragraf
4. **Do you think that QuillBot helps you write English well?**
Sangat membantu, terlebih dalam grammar yang saya sendiri sering salah
5. **Are you more interested in writing with the help of QuillBot?**
Tertarik, kemungkinan besar akan dipakai, terlebih dalam fitur translate dikarenakan dibandingkan dengan google translate, menurut saya lebih akurat hasil dari QuillBot
6. **Do you always ask for feedback from QuillBot?**
Tidak terlalu sering
7. **What kind of feedback was the most helpful to you?**
Feedback dari fitur QuillBot Flow dan Grammar
8. **Were you satisfied with the feedback and overall comments of the QuillBot?**

Agak kurang puas, namun bukan karena aplikasi QuillBot melainkan karena saya kurang percaya diri terhadap hasil paragraph nya

- 9. What strategies did you adopt in responding to QuillBot feedback? Are there any specific revisions strategy, such as ask for feedback from your friends as well?**

Tidak ada masalah yang spesifik

- 10. What are the challenges that you faced in writing with QuillBot?**

Lebih pada kendala teknis (sinyal) serta susah diakses di handphone (ada beberapa fitur di handphone yang tidak bisa digunakan/ tidak maksimal)

- 11. How did you overcome the challenges that you faced in writing with QuillBot?**

Dikarenakan susah di akses dihandphone jadi mengakses di laptop, sehingga fitur-fiturnya bisa digunakan semua

Participant 5

- 1. Are you familiar with QuillBot before?**

Pernah dengar dan tahu dari media sosial, namun belum pernah menggunakannya

- 2. Tell me about your English writing experience with QuillBot.**

Terbantu sekali dengan QuillBot karena fitur fiturnya seperti QuillBot

- 3. Do you enjoy writing with QuillBot?**

Enjoy sekali

- 4. Do you think that QuillBot helps you write English well?**

Iya, karena fitur-fiturnya bervariasi sekali sehingga membantu sekali dalam menulis contohnya dalam membuat outline memanfaatkan QuillBot Flow, namun tidak sepenuhnya menggantungkan pada QuillBot

- 5. Are you more interested in writing with the help of QuillBot?**

Ya tertarik

- 6. Do you always ask for feedback from QuillBot?**

Ya, saya sering meminta feedback dari QuillBot Flow dan Grammar

- 7. What kind of feedback was the most helpful to you?**

Paling sering QuillBot Flow dan Grammar

- 8. Were you satisfied with the feedback and overall comments of the QuillBot?**

Tidak terlalu puas, soalnya saya menemukan 1 kesalahan dalam grammarnya

- 9. What strategies did you adopt in responding to QuillBot feedback? Are there any specific revisions strategy, such as ask for feedback from your friends as well?**

Saya meminta koreksi dari teman saya juga, namun tidak meminta feedback dari web lain

- 10. What are the challenges that you faced in writing with QuillBot?**

Ada jawaban dari fitur translate yang kepotong jawabannya

- 11. How did you overcome the challenges that you faced in writing with QuillBot?**

Beralih menggunakan laptop.

Participant 6

- 1. Are you familiar with QuillBot before?**

Belum familiar sama sekali

- 2. Tell me about your English writing experience with QuillBot.**
Untuk kendalanya yakni susah diakses di handphone, namun QuillBot membantu sekali dalam menulis paragraph saya
- 3. Do you enjoy writing with QuillBot?**
Enjoy, sangat terbantu sekali
- 4. Do you think that QuillBot helps you write English well?**
Membantu sekali, terlebih pada fitur grammar untuk mengurangi kesalahan grammar pada tulisan saya
- 5. Are you more interested in writing with the help of QuillBot?**
Ya saya tertarik sekali, kemungkinan akan saya gunakan kembali jika dibutuhkan
- 6. Do you always ask for feedback from QuillBot?**
Sering sekali, karena saya merasa tidak percaya diri pada tulisan saya
- 7. What kind of feedback was the most helpful to you?**
Hasil dari grammar checker
- 8. Were you satisfied with the feedback and overall comments of the QuillBot?**
Puas, namun tidak terlalu
- 9. What strategies did you adopt in responding to QuillBot feedback? Are there any specific revisions strategy, such as ask for feedback from your friends as well?**
Saya cek feedback dari Quillbot pada fitur lain juga, apakah sama atau beda, jika ada perbedaan saya bertanya kepada teman saya juga, untuk memastikan kembali
- 10. What are the challenges that you faced in writing with QuillBot?**
Lebih pada masalah teknis, susah menggunakan QuillBot di handphone sehingga hasil dari QuillBot Flow ada yang tidak tertampil di layar
- 11. How did you overcome the challenges that you faced in writing with QuillBot?**
Saya meminta bantuan kepada teman untuk mencari tahu hasil yang tidak tertampil di handphone tadi

Appendix IX Documentation in Classroom

