

**EXPLORING STUDENTS' PERCEPTION IN USING
QUILLBOT AS AN ARTIFICIAL INTELLIGENCE IN
WRITING SKILLS**

THESIS



By:

Tiffany Fadella Heryati

NIM. 200107110059

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
2024**

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THESIS

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of The Requirement of the Degree of English Language Teaching (S.Pd) in
English Education Department*



By:

Tiffany Fadella Heryati

NIM. 200107110059

Advisor:

Nur Fitria Anggrisia, M.Pd

NIP. 198909012023212042

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

2024

APPROVAL SHEET
**EXPLORING STUDENTS' PERCEPTION IN USING QUILLBOT AS
AN ARTIFICIAL INTELLIGENCE IN WRITING SKILLS**

Thesis

By:

Tiffany Fadella Heryati

NIM. 200107110059

Has been approved by the advisor for the further approval by the
board of examiners

Advisor,



Nur Fitria Anggrisia, M.Pd

NIP. 198909012023212042

Acknowledged by:

Head of English Education Department,



Prof. Dr. H. Langgeng Budianto, M.Pd

NIP. 197110142003121001

LEGITIMATION SHEET
EXPLORING STUDENTS' PERCEPTION IN USING QUILLBOT AS AN
ARTIFICIAL INTELLIGENCE IN WRITING SKILLS

THESIS

By:

Tiffany Fadella Heryati (200107110059)

Has been defended in front of the board examiners on October, 30 . 2024

And declared PASS

Accepted as the requirement of the Degree of English Language Teaching (S.Pd) in the English Education Departement, Faculty of Tarbiyah and Teacher Training.

The Board of Examiners,

1. Maslihatul Bisrivah, M. TESOL (Chairman)
NIP. 198909282019032016
2. Nur Fitria Anggrisia, M.Pd (Advisor/Secretary)
NIP. 198909012023212042
3. Dr. Syamsudin, M.Hum (Main Examiner)
NIP. 196911222006041001



Approved by

Dean of Tarbiyah and Teacher Training Faculty



Prof. Dr. H. Nur Ali, M.Pd.
NIP. 196504031998031002

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Herewith,

Name : Tiffany Fadella Heryati

NIM : 200107110059

Department : English Education

Address : RT.02/RW.02, Desa Gudang, Kec. Asembagus, Kab. Situbondo

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Malang, October 16, 2024

The Researcher,



Tiffany Fadella Heryati

NIM. 200107110059

Nur Fitria Anggrisia, M.Pd
Lecturer of Faculty of Education and Teacher Training
Maulana Malik Ibrahim Malang State Islamic University

THE OFFICIAL ADVISORS' NOTE

Page : Thesis of Tiffany Fadella Heryati Malang, October 17, 2024
Appendix :-

The Honorable,
Dean of Education and Teacher Training Faculty
Maulana Malik Ibrahim Malang State Islamic University

In

Malang

Assalamu 'alaikum Wr. Wb

After conducting several times of guidance in terms of content, language, writing technique, and after reading students' thesis as follow:

Name : Tiffany Fadella Heryati
Students ID Number : 200107110059
Department : English Education
Thesis : Exploring Students' Perception in Using Quillbot as an Artificial Intelligence in Writing Skills

Therefore, we believed that the thesis of Tiffany Fadella Heryati has been approved for further approval by the board of examiners.

Wassalamualaikum Wr. Wb.

Advisor,



Nur Fitria Anggrisia, M.Pd

NIP. 198909012023212042

APPROVAL

This is to certify that the thesis of Tiffany Fadella Heryati has been approved by the advisor for further approved by the board examiners.

Malang, October 17, 2024

Advisor,



Nur Fitria Anggrisia, M.Pd
NIP. 198909012023212042

MOTTO

“Change is not always easy, and it's not always simple, but with enough dedication, any habit can be reshaped, so if you really want it, becoming the best version of yourself, get up today and start working on it, I promise, you'll get there.”

~ Nwal Hadaki

DEDICATION

I dedicate this thesis to my family, especially my parents, my father Agus Heriyanto and my mother Nur Hayati, besides that this thesis is also dedicated to my brother Moh. Fadelly Hidayatullah and my sister-in-law Desy Syarifatul, who always provide endless love, prayers, support, and encouragement. Without their love and sacrifice, this journey would never have taken place. Thank you for all your endless prayers, love, and sacrifices.

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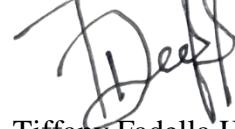
The thesis entitled “Exploring Students' in Using Quillbot as an Artificial Intelligence in Writing Skills” would not have been possible without the support, help, and prayers from various parties who always accompany and encourage. For that, with great respect and sincerity, the author would like to express his deepest gratitude to:

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Malang, October 16, 2024

The writer



Tiffany Fadella Heryati
NIM. 200107110059

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration 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	= h	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ‘
ذ	= z	غ	= g	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
أو	= û
اى	= î

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ABSTRACT

Heryati, Tiffany Fadella. 2024. Exploring Students' Perception in Using Quillbot As an Artificial Intelligence in Writing Skills. Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang.
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Keywords: Students' Perception, Quillbot, Artificial Intelligence (AI), Writing Skills.

In this increasingly digital age, the use of technology in education has become commonplace, including in the development of writing skills. Various artificial intelligence (AI)-based tools are now being utilized to help students improve their writing skills effectively and efficiently. As technology develops, AI-based tools are increasingly being used in education. One of the technologies that attracts attention is an application that can help in the writing process, so that students can more easily improve the quality of their writing, one of these technologies is Quillbot. This research explores students' perception in using QuillBot to improve students' writing skills. This research focuses on students' perception of QuillBot's contribution in improving grammar, spelling, and vocabulary. The research method used was descriptive qualitative, involving questionnaires, interviews and documentation to collect data from students. The results showed that most students found QuillBot useful in improving their writing skills, after using Quillbot their confidence increased. Quillbot is proven to help students improve their grammar skills. Through the features provided, students can find out the grammar mistakes they make, so that they can learn and improve their grammar skills. In addition, with the grammar checker feature, students can also correct spelling mistakes and enrich their knowledge of spelling. When using the paraphrasing feature, students thought that this feature could expand their vocabulary, thus increasing their knowledge of vocabulary. By utilizing this tool wisely, students can gain maximum benefits from the use of technology in the learning process of writing, while still developing the critical skills needed to think independently.

ABSTRAK

Heryati, Tiffany Fadella. 2024. Exploring Students' Perception in Using Quillbot As an Artificial Intelligence in Writing Skills. Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang.
Advisor: Nur Fitria Anggrisia, M.Pd

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Dalam era digital yang semakin maju, penggunaan teknologi dalam dunia pendidikan telah menjadi hal yang umum, termasuk dalam pengembangan keterampilan menulis. Berbagai alat berbasis kecerdasan buatan (AI) kini dimanfaatkan untuk membantu siswa meningkatkan kemampuan mereka dalam menulis secara efektif dan efisien. Seiring dengan berkembangnya teknologi, alat-alat berbasis kecerdasan buatan semakin banyak digunakan dalam bidang pendidikan. Salah satu teknologi yang menarik perhatian adalah aplikasi yang dapat membantu dalam proses menulis, sehingga siswa dapat lebih mudah meningkatkan kualitas tulisan mereka, salah satu teknologi tersebut yaitu Quillbot. Penelitian ini mengeksplorasi persepsi siswa dalam menggunakan QuillBot untuk meningkatkan keterampilan menulis siswa. Penelitian ini berfokus pada persepsi siswa terhadap kontribusi QuillBot dalam improve tata bahasa, ejaan, dan vocabulary. Metode penelitian yang digunakan adalah kualitatif deskriptif, melibatkan kuesioner, wawancara dan dokumentasi untuk mengumpulkan data dari siswa. Hasil penelitian menunjukkan bahwa sebagian besar siswa merasa QuillBot bermanfaat dalam meningkatkan kemampuan menulis, setelah menggunakan Quillbot kepercayaan diri mereka meningkat. Quillbot terbukti membantu siswa meningkatkan kemampuan tata bahasa mereka. Melalui fitur yang disediakan, siswa dapat mengetahui kesalahan grammar yang mereka buat, sehingga dapat belajar dan memperbaiki kemampuan grammar mereka. Selain itu, dengan fitur pemeriksa tata bahasa, siswa juga dapat memperbaiki kesalahan ejaan dan memperkaya pengetahuan mereka tentang spelling. Ketika menggunakan fitur parafrase, siswa berpendapat bahwa fitur ini dapat memperluas kosakata mereka, sehingga pengetahuan mereka tentang vocabulary meningkat. Dengan memanfaatkan alat ini secara bijaksana, siswa dapat meraih manfaat maksimal dari penggunaan teknologi dalam proses belajar menulis, sambil tetap mengembangkan keterampilan kritis yang diperlukan untuk berpikir secara mandiri.

المخلص

كذكاء اصطناعي Quillbot هيرياتي، نيفاني فاديليا. 2024. استكشاف تصورات الطلاب حول استخدام في مهارات الكتابة. أطروحة، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانغ.

المشرف: نور فيتريا أنجريسيا، ماجستير

مهارات الكتابة، (AI) الذكاء الاصطناعي، Quillbot، الكلمات المفتاحية: تصورات الطلاب

في العصر الرقمي المتقدم، أصبح استخدام التكنولوجيا في مجال التعليم أمرًا شائعًا، بما في ذلك تطوير مهارات لمساعدة الطلاب (AI) الكتابة. تُستخدم الآن مجموعة متنوعة من الأدوات القائمة على الذكاء الاصطناعي على تحسين قدراتهم في الكتابة بشكل فعال وكفاء. ومع تطور التكنولوجيا، أصبحت الأدوات التي تعتمد على الذكاء الاصطناعي مستخدمة بشكل متزايد في مجال التعليم. إحدى التقنيات التي تجذب الانتباه هي التطبيقات Quillbot التي تساعد في عملية الكتابة، مما يسهل على الطلاب تحسين جودة كتاباتهم، وأحد هذه التقنيات هو لتحسين مهارات الكتابة لديهم. وترتكز Quillbot تستكشف هذه الدراسة تصورات الطلاب حول استخدام في تحسين القواعد النحوية والإملائية Quillbot هذه الدراسة على تصورات الطلاب حول مساهمة والمفردات. الطريقة البحثية المستخدمة هي وصفية نوعية، حيث تم استخدام استبيانات ومقابلات وتوثيق مفيد في تحسين Quillbot لجمع البيانات من الطلاب. أظهرت نتائج الدراسة أن غالبية الطلاب يشعرون بأن أنه يساعد الطلاب في تحسين Quillbot مهارات الكتابة، وأن ثقتهم بأنفسهم زادت بعد استخدامه. أثبتت قدراتهم النحوية، حيث تمكن الطلاب من خلال ميزاته من معرفة الأخطاء النحوية التي يرتكبونها، وبالتالي يمكنهم التعلم وتحسين مهاراتهم النحوية. بالإضافة إلى ذلك، بفضل ميزة المدقق النحوي، يتمكن الطلاب من تصحيح الأخطاء الإملائية وتوسيع معرفتهم بالتهجئة. عند استخدام ميزة إعادة الصياغة، يرى الطلاب أن هذه، الميزة تساهم في توسيع مفرداتهم، مما يعزز معرفتهم بالمفردات. من خلال الاستفادة الحكيمة من هذه الأداة، يمكن للطلاب الحصول على أقصى فائدة من استخدام التكنولوجيا في عملية تعلم الكتابة، مع الاستمرار في تطوير المهارات النقدية اللازمة للتفكير بشكل مستقل.

CHAPTER I

INTRODUCTION

Six topics will be discussed in this chapter to clarify the background of the study, research question, the objective of the study, significance of the study, scope and limitation of the study, and last is definition of key terms, as well as provide definitions for important terminology.

1.1 Background of the Study

Proficiency in writing is a crucial aspect of education. A person with strong writing abilities can communicate their thoughts, facts, and opinions to others in an understandable manner. Additionally, having this skill makes it possible for someone to communicate effectively via email, reports, presentations, and etcetera. Apart from that, having good writing skills can improve analytical and problem solving abilities. Learning how to write well allows one to become more knowledgeable because a writer needs to read in order to get ideas for their work. Students write on a range of topics in order to express their ideas, relate experiences, tell stories, and justify their points of view. Nonetheless, writing is frequently regarded as one of the most difficult abilities that learners of foreign languages need to acquire (Amyatun & Kholis, 2023).

Foreign language learners typically struggle to explain their thoughts in writing because they must pay attention on grammar (Pratama, 2020). In addition, the requirement to observe grammatical rules that could be different

from those in their original tongue. This procedure calls for not just a thorough knowledge of terminology but also the ability to form coherent phrases, grasp linguistic nuances, and recognize proper sentence structures. Therefore, mastering grammar is crucial for foreign language learners to develop excellent writing skills that enables them to communicate ideas intelligibly and persuasively while also enhancing their communication abilities in the target language.

Writing ability does not come naturally, it must be exercised consistently. When someone has writing problems, exercised might help them become acclimated to it. They can also become more creative in their sentence construction and write more fluently. Enhancing one's writing abilities can lead to better vocabulary growth, stronger grammar, and more accurate idea in communication. Students' ability to write coherent paragraphs and effectively communicate their ideas is enhanced by writing exercise (Amyatun & Kholis, 2023).

Considering the importance of having great writing abilities and skills, writing is also taught in formal education (Iftanti, 2016). The role of writing is not just a skill, but a deeper need. Moreover, in this increasingly developing era, there are technologies that we can use to write. Allah SWT encourages all people to value knowledge, and live life by diligently learning and adapting to changing times using the various learning tools available. This is mentioned in Qs. Al Qalam verse 1 of the Al-Quran, which says:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Nun, for the sake of kalam and what they write

This verse honors the pen and writing as tools for spreading information and the truth while demonstrating the magnificence and glory of God's creation. This verse makes clear how vital writing is, and that in order to keep up with the advancements of the present day, Allah requires you to write, read, and always learn utilizing any learning method (Sari, 2021). In addition, Allah indirectly recommends reading in order to reap several benefits as He swears by the virtues and benefits of writing in the first verse (Sari, 2021).

Students find it challenging to write for academic purposes because they need to focus on language structure and syntax, they also need to generate ideas and base their work on facts that have been previously verified. In academic writing, they frequently encounter greater difficulties and barriers, such as trouble constructing coherent paragraphs, recognizing the writing abilities required for success, and steering clear of less impactful words and phrases (Sulaiman & Muhajir, 2019). Students struggle and frequently fail to rearrange the information from the source without altering its original meaning. Many of them turn to online paraphrase tools, such as Quillbot, for assistance in overcoming this obstacle (Xuyen, 2023). By rearranging phrases and sentences, identifying and preventing plagiarism, and summarizing paragraphs, Quillbot is an online application that can help students write more clearly and professionally (Nurmayanti & Suryadi, 2023).

A popular recent trend in language schools, particularly in writing sessions, is artificial intelligence-based technology (Ginting & Fithriani, 2022). One of the website is Quillbot that the most well-liked free paraphrase tools, an artificial intelligence (AI) system that generates phrasing suggestions (Dale, 2020). Students can take a benefit greatly from having Quillbot in numerous ways, including more efficient paraphrasing and time savings. Additionally, students can use Quillbot to verify and correct their spelling and grammar.

This paraphrasing software, which was founded in 2017 by three computer science students, has grown to be one of the more reasonably priced solutions for paraphrasing texts using artificial intelligence (Fitria, 2021). There are two versions of QuillBot: a free edition and a premium version. The maximum character restriction for paraphrasing in the free edition is 125. You can extend the maximum character limit to 10,000 characters with the premium version. The ability to paraphrase in any mode that are standard, fluid, formal, simple, creative, expanded, summarized, and more is another benefit of using Quillbot Premium. By contrast, Quillbot's free edition only provides the standard and fluency modes. As per Sayanaz and Fithriani's (2023) findings, Quillbot is equipped with three functions. Firstly, it functions as a word rephrase, offering students an option to rearrange sentences and choose synonyms. Secondly, it functions as a summarizer, rearranging student texts to help them eliminate unnecessary parts of messages. Lastly, it has a grammar checker, which ensures that student work is free of errors. In 2024, Quillbot has grown to have several additional features such as AI Detector, Citation

Generator, Summarize, Plagiarism Checker, Grammar Checker, Paraphraser, Translator and Flow.

The emergence of Quillbot is evidence that, as technology advances, education is changing and will continue to do so in the modern era. As technology has gotten more sophisticated, a variety of websites and apps have appeared that not only boost productivity in human labor but also promote education. The goal of artificial intelligence (AI) technology is to imbue machines with human-like reasoning and problem-solving skills (Amyatun & Kholis, 2023). Online learning environments, interactive teaching tools, and digital resources that increase knowledge accessibility are some examples of these advancements. In addition to making distant learning possible, this technological integration fosters better comprehension, creativity, and teamwork in the classroom.

Given the extensive use of technology, it is not surprising that educational applications are growing in popularity among students studying English as a foreign language (EFL) (Abdelli, 2023). Students cannot resist using this technology since it is truly necessary, particularly while learning English (Amanda et al., 2023). In this digital age, technology provides students with an excellent opportunity to improve their English language skills through various online platforms, such as language learning apps, learning videos, and other interactive learning resources. With easy access to these technologies, students can expand their vocabulary, improve their understanding of grammar,

and practice speaking and listening more actively. Therefore, technology becomes an invaluable tool in supporting their English learning process.

Additionally, there have been some earlier studies that talk about Quillbot. For instance, a study by Fitria (2021) reviews the QuillBot as an artificial intelligence tool system that can be used by instructors and students to rewrite and paraphrase English text in both free and paid editions. In this study, she examined many paraphrase techniques Quillbot employs as well as the benefits Quillbot users receive. Next, a study conducted in 2023 by Jaladara et al. Which aims at determining the effects and challenges that students' academic writing faces when using QuillBot, an online technology. The eight students that participated in the study served as the subjects. Baron et al. carried out the third previous investigation in 2023. This research focuses on improving students' grammar skills by using the Quillbot application to check their grammatical writing.

Considering the research mentioned previously, the existence of Quillbot has a positive impact on students who use it even though there are negative impacts from Quillbot such as they get lazy to think and do not use their abilities to compose their academic writing and the positif impact can help students save time while writing academic papers. Apart from that, previous researchers did not discuss students' detailed perceptions. Therefore, this research aims to detail students' perception of Quillbot's contribution in improving grammar, spelling and vocabulary in their writing. This research will provide insight into whether students feel that using Quillbot has helped

them improve the quality of their writing or whether they see it as a less effective tool or even replace the need for humans in honing writing skills. Thus, further understanding of students' perception of using Quillbot can provide a strong foundation for developing writing learning strategies that are more effective and appropriate to students' needs in this digital era.

1.2 Research Questions

After discussing the background of this research, the research questions of this research are formulated as follows:

1. What are students' perception in using Quillbot to support the development of their writing skills?
2. How does Quillbot contribute to students' progress in writing skills such as grammar, spelling and vocabulary?

1.3 The Objective of The Study

According to research questions above, the objectives of this research are:

1. To know students' perception in using Quillbot to support the development of their writing skills.
2. To determine the contribution of Quillbot to student progress in writing skills such as grammar, spelling and vocabulary.

1.4 Significance of the Study

This research is valuable for a lot of people including English teachers/lecturers, EFL students and further researchers:

1. Teachers and lecturers of English can benefit from this research since it gives them knowledge on Quillbot, which they can utilize with their

students, during teaching learning process. By making use of this technology, educators and lecturers can inspire students to write better and create a more participatory learning environment.

2. This research helps EFL students because they can recognize the contribution of the Quillbot. In addition, it gives EFL students a chance to gain confidence in their ability to tackle the difficulties of writing in English. Students can feel more encouraged and supported to advance their writing abilities if they are aware of the ways in which Quillbot can enhance particular elements of their writing. As a result, this research does not only sheds light on Quillbot's participation, but also gives EFL students more confidence and support when it comes to handling English writing assignments.
3. For further researchers, this research can be used as a reference for research uses the same theme that is about quillbot for further research. researchers can also explore how QuillBot helps students overcome difficulties in writing and improve their skills in writing.

1.5 Scope and Limitation of the Study

According to the background information provided, the research focus is on how EFL students perceive Quillbot's use in helping them improve their writing skills, in the areas of grammar, spelling and vocabulary. In addition, the research will investigate the positive and negative impressions that EFL students had regarding the employment of Quillbot to help the development of their writing skills. The research

limitation is that it only includes EFL students from the English Education Department students in university who has taking writing course.

1.6 Definition of Key Terms

In this research proposal, there are several keywords that are important to understand so that the research objectives can be clearly accepted. These keywords not only reflect the focus of the research, but also help direct the reader to the main concepts to be discussed. The following is an explanation of the keywords used:

- **Students' Perception**

the research definition of the students' perception means the view, understanding or the way students assess and interpret something based on their experience, knowledge or thinking. In an educational context, students' perceptions often refer to how they perceive a learning tool, method or situation, as well as its impact on their learning process.

- **Quillbot**

Quillbot is a paraphrasing tool and grammar checker that helps students with writing. Accessible through a website or app, it can change sentences without losing meaning, as well as other features such as summarizing, generating quotes, translating, and checking for plagiarism.

- **Artificial Intelligence (AI)**

AI is Artificial Intelligence, as AI stands for, AI is a technology designed to make computer systems capable of following human intellectual

abilities. AI allows computers to learn from experience, identify patterns, make decisions, and complete complex tasks quickly and efficiently.

- **Writing Skills**

A person's writing competence is their ability to write. Specifically, the capacity to write with clarity and precision in terms of language and sentence structure in order to communicate ideas, facts, and thoughts.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theory related to this research and the previous studies of the research. There will be six points discussed in this chapter; Writing Skills, Students' Perception, Artificial Intelligence, Technology-based learning, Quillbot, and Previous Research Study.

2.1 Writing Skills

In language, Students have to develop all four skills: speaking, writing, reading, and listening. Writing becomes one of the most challenging skills because people should understand the text to the readers so they get the information (Pratama, 2020). This writing skill is beneficial for learning grammar, adding vocabulary and so on. Writing abilities are essential in education since it is one of the primary methods by which learners may communicate their views, strengthen their understanding of various subjects, and improve their abilities in the field of English. Writing trains students to convey their messages clearly and effectively. This includes proper word selection, good sentence structure, and the use of language suited for the target audience. According to Tickoo (2007) States that writing is most effectively understood as a process consisting of three stages;

1. Pre-writing

This stage represents the preparatory phase of the writing process. During this phase, writers engage in selecting a topic, contemplating related ideas, gathering information, assessing their

relevance, and forming a mental framework for potential structure.

Such as looking for ideas by reading related articles or journals.

2. Writing Different Drafts

During this phase of the writing process, the writer initially generates several drafts sequentially, amalgamating, modifying, and refining the ideas and information gathered in the previous stage. Frequently, this stage seems unclear and frustrating due to the uncertainty regarding what to include, in what sequence, and what to omit in subsequent drafts. As the writing process progresses tangibly, the ideas gradually evolve into a coherent composition. However, the written text may still resemble no more than a preliminary draft.

3. Revising and Editing for Publication

As the writer progresses through multiple drafts and successive edits, the writing gradually gains clarity and coherence. A key aspect of this stage is the readiness to add, remove, change, and reconstruct drafts. This involves not only correcting words, structures, and syntax but also rearranging and replacing entire sections of text. It is a phase of intensive editing where thorough and meticulous proofreading becomes essential.

Writing is one of the four basic language abilities, along with listening, speaking, reading, and writing (Gautam, P. 2019). Zainurrahman (2011) argues that writing is an integrated activity and skill, even writing is always present in

every learning, as well as reading. Based on the experts' perspectives above, it can be stated that writing conveys unique and interesting thoughts and viewpoints to the readers by utilizing language that is simple to comprehend and poured into the form of writing. According to Sobana (2003, as cited in Gautam, P. 2019) writing skills have several components and among them are:

1. Grammar

According to Mandasari (2022) grammar is one of the most important practical genres because it is considered an important part of learning English and is also helpful in learning other subjects that use English as an international language. Grammatical correctness is an important part of language acquisition since it can boost students' confidence in communicating in foreign or other languages (Baron et al., 2023). A strong grasp of grammar ensures that sentences are organized correctly, with proper subject-verb agreement, punctuation, and sentence construction. Grammar is a reasonably complex component in a language where teaching and learning grammar are difficult things to learn (Hashim et al., 2019). When grammar rules are followed carefully, writing becomes more evident, more coherent, and easier to understand.

In general, people who master grammar will find it easier to master English (Baron et al., 2023). Grammar cannot be entirely mastered in the classroom, but students must seek information outside of the classroom, such as via the use of technology. Even if a teacher is willing

or able to provide feedback on grammar issues, they may need more time to provide extensive grammar feedback to students during limited student counselling, especially when other writing issues require attention (Baron et al., 2023). In that case, students face several barriers when learning grammar. According to Baron (2023) some people who have obstacles in learning grammar such as, first is shy and not confident. second, the wrong learning method, the wrong way of learning can easily make a person feel depressed or bored. Third, do not have time to learn, not everyone has free time to learn new things including grammar. Fourth, it is difficult to memorize English vocabulary, the easiest way to overcome this is to get used to everyday English vocabulary or chat with native speakers.

Following grammatical conventions will enhance a writer's credibility, reflecting attention to detail and professionalism. Whether crafting a persuasive argument, telling a compelling story, or conveying information accurately, mastering grammar will empower writers to convey their message with precision and impact. Therefore, prioritizing grammar in writing is essential to effectively convey ideas and maintain the integrity of the written word.

2. Spelling

According to Oxford Learner's Dictionaries, spelling is the act of accurately creating words from individual letters or the capacity to do so. Spelling is the process of accurately forming words from individual

letters and the ability to spell. Spelling is one of the most important components in writing because if the spelling is wrong, the text's meaning will change and interfere with the reader's understanding. The function of spelling is to teach children how to spell correctly, utilize the words regularly encountered in life, and create such study habits that new words will be learnt as needed (Read, 1926). Every student who wants to have good writing should master spelling so that their writing is easy to understand. Using English vocabulary in their writing can better represent how well they learn English vocabulary (Liu, 2015).

According to Read (1926), students experience several spelling problems, including (1) identifying the words we most commonly need to spell; (2) attempting to grade these words scientifically; (3) striving to determine the most cost-effective learning techniques; and (4) developing ways for measuring progress in learning the words. From some of these problems, students should find solutions that can be done so that their spelling knowledge increases. Graham and Santangelo (2014) suggested that spelling errors can be more easily detected by using spelling and spelling dictionaries. However, even though this is recommended, the writer should check the spelling of words manually to ensure the accuracy and clarity of the writing. Too many or too frequent spelling mistakes can distract the reader from the content of the writing and damage the writer's reputation. Therefore, attention to spelling is essential to the effective and professional writing process.

3. Vocabulary

A reader and writer certainly need an understanding of vocabulary. A writer must have a lot of vocabulary to convey their writing to the reader. Vocabulary is an important aspect of learning a foreign language. With a limited vocabulary, a person will also have a limited understanding of speaking, reading, listening, and writing (Mahmuda, 2014). One of the most crucial aspects of the language system to master is vocabulary. According to Mahmuda (2014) Vocabulary is all the words used in a language and each has its meaning, it also consists of several parts such as verbs, idioms, adverbs, pronunciation and others.

A deep understanding of these various vocabulary parts is important because each part uniquely enriches one's communication skills. By understanding the different parts of vocabulary, one can be more flexible in constructing proper sentences and explaining their ideas more clearly and effectively. To translate those writing ideas into meaningful messages in written form, a broader vocabulary and a better understanding of grammar are required. Someone is unable to articulate their thoughts without being familiar with the vocabulary that will represent their ideas and without understanding the rules used in constructing sentences (Hastuti & Widyantoro, 2015).

According to Mahmuda (2014), The crucial vocabulary in writing, the writer uses language to develop his or her thoughts; a writer should use clear and correct words to explain their views. We can't improve our

writing if we don't have a large vocabulary. Cooper (1984) in research (Anjomshoa, 2014.) vocabulary has been recognized as a component of language ability in L1 and L2 language learning.

2.2 Students' Perception

Students' perceptions have an important role in shaping their learning experiences, influencing not only their engagement with educational materials, but also their motivation and academic outcomes. In addition, students' perceptions of teachers, learning environments and teaching methods can determine how effectively they absorb information. In this case, perception is a person's process of interpreting and combining experiences to judge whether something is good or bad (Husaini & Rahmayanti, 2015). Besides that, according to Lestari and Pustikaningsih (2021) student perception is how students assess, organize, observe, interpret information about an object. Meanwhile, according to Walgito (1989) Perception is a process that occurs after sensing, where individuals receive and respond to stimuli from outside through the sensory organs or also called the sensory process.

From these two opinions, it can be concluded that perception is the way they understand and give meaning to the information they receive about something, such as subject matter, school environment, or teaching methods. This perception involves the process of judging, organizing, observing and interpreting, where each student can have a different view based on their experience, knowledge and background. It is these perceptions that influence how they respond to and learn from the information. Each student will have a

different perception because student perception depends on the stimulus received by the student (Lestari & Pustikaningsih, 2021).

According to Zaden (1984) there are three types of perception: (1) Individual Perception. Individual perception is the process by which a person understands and forms views about others based on their characteristics, traits, and inner states. Everyone has different perceptions based on their life experiences, so their views of others can vary. (2) Situation Perception. A person's perception is influenced by a particular situation or social context. A person's behavior and thinking can change depending on the time, place, and social factors happening at the time. This includes how a person's experience or knowledge evolves as technology and information changes. (3) Social Perception. Social perception is the process of understanding others based on their words, behaviors, and expressions. Social perception is complex and requires in-depth observation of people's behavior in a social context. This perception depends on a person's knowledge and experience, where people who have higher knowledge tend to have better understanding.

2.3 Technology-Based Learning

Technology-based learning brings enormous changes to the world of education. Technology currently plays a very important role in our lives, and its impact can be felt in all fields, one of which is education (Raja & Nagasubramani, 2018). With the use of technology, students develop a grasp of their environment and better their learning also work by improving their links to resources outside of school (Hussain et al., 2010). Students can not only access

information quickly and easily through digital devices but also engage in more interactive and enjoyable learning experiences. Online learning platforms and educational applications allow teachers to deliver material in a more creative way, while students can learn independently in a more customized manner. Technology can create an Inclusionary learning environment, responsive and relevant to the demands of the future.

Technology is crucial in many aspects of life. Some manual jobs can be mechanized using technology. Furthermore, contemporary technology allows for the simple and rapid completion of several complicated and vital operations. Life has improved significantly as a result of technological advancements. Technology has transformed the world of education. (Raja & Nagasubramani, 2018). The integration of technology into education is not just about the introduction of modern tools but also involves a fundamental change in the approach to learning. The utilization of software, mobile applications, and online platforms has enabled educators to create more dynamic and relevant learning experiences. The educational environment has witnessed tremendous quality improvement as a result of the incorporation of technology into its curriculum (Ghory & Ghafory, 2021).

The purpose of technology in educational environment aim to improve knowledge and skills education through increased efficiency and effectiveness (Ghory & Ghafory, 2021). In this case, there is technology to support learning models that are suited to the unique needs of each learner, such as adaptive learning systems which are approaches in education that use technology to

present learning materials. learning systems that use technology usually use artificial intelligence to present materials. technology also enriches the learning experience through the usage of simulations, educational games, and virtual learning that can create more interactive and motivating learning situations. We may infer that any gain in teacher knowledge and skills will lead to greater student learning. Finally, technology should be employed to increase student performance in the classroom (Ghory & Ghafory, 2021).

2.3.1 Artificial Intelligence

Artificial intelligence is a very popular technology in this era. Apart from this technology being able to help humans, this technology can speed up human work. The presence of AI in this growing age brings many good impacts, especially for students and educators. The main advantage of AI lies in its ability to process and analyze large-scale data quickly, which may be difficult or even impossible for humans to do at the same time.

According to James H. Fetze (1990), What is termed "artificial" in artificial intelligence has to do with its beginning and the method in which it came into being as a product of human innovation and cleverness rather than as a consequence of natural (mainly biological or evolutionary) forces. In other words, objects that have artificial intelligence are different from objects that have natural intelligence, such as artifacts, which have special properties that non-artifacts usually have. Therefore, It is anything with certain features (intelligence) as a consequence of specific procedures (because it was developed, designed, or produced in this manner).

According to the Encyclopedia Britannica, artificial intelligence (AI) is the capacity of digital computers or computer-controlled robots to handle issues that are often associated with higher human intellectual processing skills. The term "artificial intelligence" evokes thoughts of supercomputers, powerful machines equipped with vast processing abilities, incorporating adaptive features like sensors to mimic human-like cognition and functionalities, this enhances the interaction between supercomputers and humans (Chen et al., 2020). AI has various kinds, especially in the world of education such as grammarly, quillbot, chatGPT, duolingo, socrative and so forth.

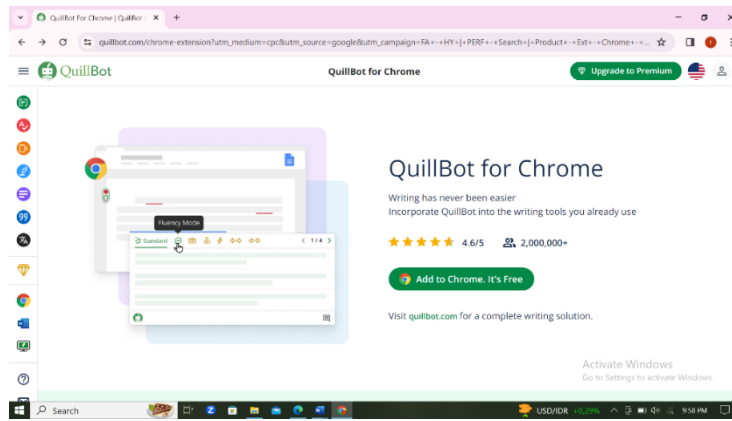
In education, AI is a highly influential and beneficial technology for both students and teachers. The application of AI in education has created new opportunities to develop more effective learning activities and technology-enhanced learning applications or environments (Limna et al., 2022). Over the years there has been a slow but steady revolution in education, transitioning from the traditional blackboard to the modern whiteboard, educational institutions are increasingly incorporating projector screens into their teaching methods. AI has proven itself to be a very helpful tool for students and pupils in the education process. AI assists teachers and students in a variety of ways, including giving students access to a variety of learning materials based on their specific learning needs and subjects (Limna et al., 2022). Numerous educational environments are progressively employing multiple AI applications driven by machine-learning systems

and algorithms, including personalized learning platforms, automated evaluation systems, social networking platforms, and predictive analysis tools (Limna et al., 2022).

In conclusion, based on all the definitions above, we can conclude that artificial intelligence is intelligence made by humans to help and facilitate humans in doing things that are needed by humans themselves, especially in the world of education. The existence of artificial intelligence in education opens up the potential to create a more adaptive, effective, and up-to-date learning environment.

2.4 Quillbot

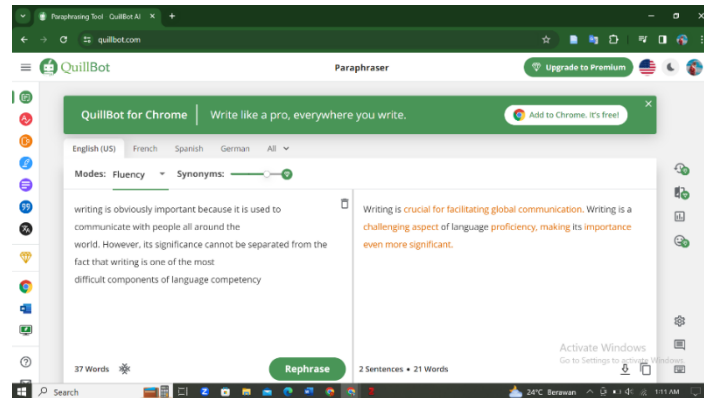
Quillbot is an artificial intelligence (AI) tool that makes it reasonably easy for many people to quote (Rakhmanina & Serasi, 2022). In addition, quillbot is a comprehensive and accurate tool for detecting and correcting spelling, grammar, and punctuation errors (Baron et al., 2023). Quillbot provides ease of use, making it a useful tool for writers, students, and professionals to improve the clarity and accuracy of their writing because it has some very good and very useful features.



Picture 2.1 Quillbot View

Quillbot is very accessible to anyone, whether they are students or workers, they can access quillbot through the link <https://quillbot.com/>. The application is a popular online application compared to other applications. From sentence and paragraph level tests on actual student writing that has been researched shows that the free QuillBot application has the best performance compared to the free version of Grammarly and Ginger applications (Chui, 2022). According to (Syahnaz & Fithriani, 2023) There are two versions of QuillBot: free and premium. The free edition has a 125-character restriction for paraphrasing at once. The premium version enables customers to extend the maximum character limit to 10,000. Quillbot has several features that can be changed by clicking on the icon on the left. According to Syahnaz and Fithriani (2023) QuillBot has three tools:

1. Word paraphrase



Picture 2.2 Word paraphrase View

Paraphrasing is one of the most widely used quillbot tools because the most recognizable feature of this application is paraphrasing. This tool rearranges student sentences and provides synonym and rearrangement options (Syahnaz & Fithriani, 2023). The paraphrasing tool has several modes that can be accessed using free or premium. According to (Syahnaz & Fithriani, 2023) As a QuillBot premium member, you may paraphrase in any style, including standard, fluent, formal, simple, creative, expand, and shorten. In comparison, the free edition of QuillBot only provides standard and fluency modes.

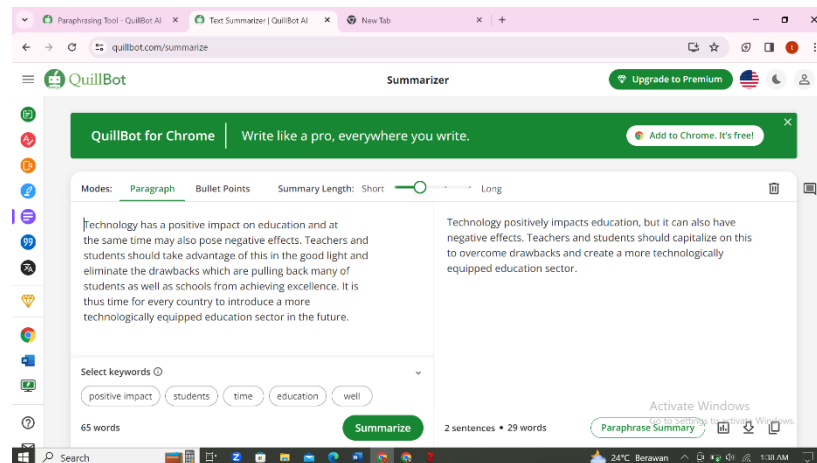
According to (Fitria, 2021) QuillBot includes seven important functions, including 1) Standard Mode, which seeks to balance adjustments to the text you enter by keeping them from hurting the true meaning of the text and making it look more creative; 2) Fluency Mode, a feature that aims to make writing look natural while employing exact and precise English language. This feature makes

very minor changes to the text while successfully preserving its original meaning. 3) Creativity Mode, which attempts to make as many changes as possible to the entered text. However, this may cause the overall meaning or coherence of the result to change. This option may be useful if you want your text to appear drastically different from the original material. 4) Creative+Mode, This is used to create more intuitive and linguistically in-depth adjustments, such as common phrases or sayings; 5) Formal Mode, which makes material more appropriate for a formal audience. This writing style is best suited for academic or professional settings. 6) Shorten Mode, which seeks to shorten the length of the text while retaining meaning. Shorten Mode is highly useful when you wish to reduce the number of words or the overall size of the text. 7) Expand Mode seeks to increase the length of the text by including as many words as possible. This option is useful if you want a higher overall word count.

In the word paraphrase feature, word replacement does not just occur within sentences, but it also provides an opportunity for students to expand their vocabulary. By using this feature, when a sentence is paraphrased, students learn about word variations and are introduced to new words they may not have encountered before. Besides that, it enriches their language experience and broadens their understanding of a wide range of vocabulary. With the emergence of new words in the paraphrasing process, students also have the

opportunity to improve their spelling skills. When they see these new words in the context of a sentence, they can notice the spelling structure and correct use of letters. This provides an opportunity for students to practice their ability to spell words they may have never encountered before. Thus, the paraphrase feature introduces new vocabulary and facilitates holistic learning, including improvements in students' spelling skills and vocabulary additions.

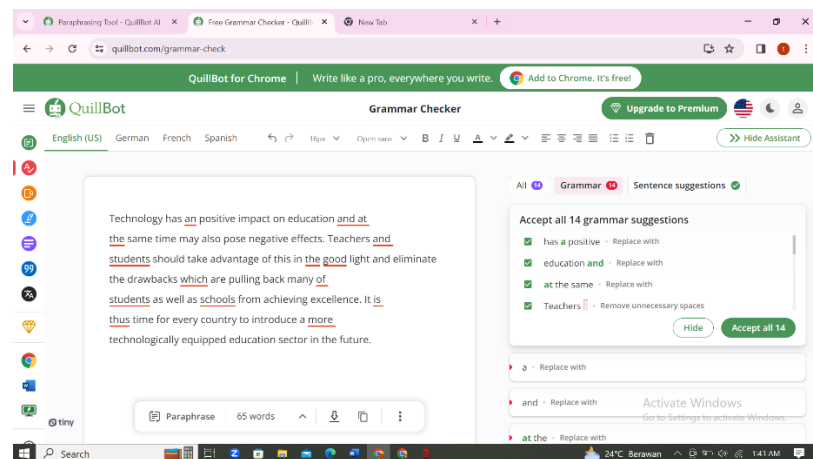
2. Summarizer



Picture 2.3 Summarizer View

This tool summarizes the student's text by reordering. Basically, this tool helps students eliminate the unimportant parts of the message (Syahnaz & Fithriani, 2023). The reordering process by the summarizer helps simplify complex texts and allows students to quickly understand the main ideas without reading the entire text in detail. Thus, summarizers not only help improve time efficiency but also facilitate better understanding and retention of information for students.

3. Grammar Checker



Picture 2.4 Grammar Checker View

The grammar checker is one of the features in Quillbot that serves to check incorrect grammar. According to (Amyatun & Kholis, 2023) Grammar Check, QuillBot has the ability to identify and correct grammar problems, which includes checking grammatical correctness, punctuation, spelling, and common errors. As a result, this facilitates the production of well-structured writing without grammatical defects. This tool ensures that students' work is free from grammatical errors (Syahnaz & Fithriani, 2023). With this tool, students can confidently write without worrying about grammatical errors that can interfere with the quality of their writing. The grammar checker in QuillBot not only provides corrections, but also explains why an error occurred, providing a more in-depth understanding of grammar rules. John and Woll (2020) found that Grammar-checking software can assist people spot particular grammatical problems in their written work.

2.4.1 Advantages and Disadvantages of Quillbot

1. Advantages of Quillbot

According to some researchers, quillbot has many advantages, such as students do not need to bother anymore in checking grammar that may be known to be correct or wrong, and it also makes it easier for students when they speak English; they can check their writing first in the quillbot application (Baron et al., 2023). In addition, quillbot can increase students' positive attitudes toward writing, offer a variety of writing tools that are easy to understand, and encourage students' language development (Mohammad et al., 2023). Meanwhile, Amanda et al. (2023) said that Even if they simply utilize the free or unpaid versions, students benefit from QuillBot's ability to paraphrase phrases, detect grammatical and punctuation problems, and do a variety of other tasks. QuillBot's features allow them to reduce writing errors and enhance their writing abilities. QuillBot, an English writing aid powered by AI, is an excellent AI to utilize due to the numerous benefits discovered by students.

3. Disadvantages of Quillbot

The disadvantage of this application or web is that it makes students lazy in learning because they think everything will be done quickly if they use the online feature. So, the position of the teacher is threatened because students do not want to listen to the teacher when learning grammar in the classroom. Because what is in students' minds will be an application that

makes it easy for them to check grammar in writing and speaking (Baron et al., 2023). Some students Even if they simply utilize the free or unpaid versions, students benefit from QuillBot's ability to paraphrase phrases, detect grammatical and punctuation problems, and do a variety of other tasks. QuillBot's features allow them to reduce writing errors and enhance their writing abilities. QuillBot, an English writing aid powered by AI, is an excellent AI to utilize due to the numerous benefits discovered by students. This is because machines have limitations in doing things, so we as humans must cross-check (Amanda et al., 2023).

2.5 Previous Research Studies

There are several research about the use of Quillbot to improve their writing skills have been conducted. The first study is "*QuillBot as an online tool: Students' alternative in paraphrasing and rewriting of English writing*" done by Fitria (2021), which used a descriptive qualitative technique. The objective of this study is to evaluate QuillBot as an AI tool system for students to paraphrase and rewrite English writing. The results demonstrate that QuillBot paraphrasing tools utilize a variety of methods to paraphrase the text: 1) paraphrasing using equations or synonyms, 2) paraphrasing by modifying the word form, 3) paraphrasing with active or passive phrases, and 4) rearranging the sequence of words in sentences. The investigation also discovered that in QuillBot, a free account is one that is established by the user and may be used without paying. There are three modes accessible, three Synonym settings, and the ability to

paraphrase up to 700 characters simultaneously. This research explains how the ways of paraphrasing done by quillbot.

The second previous research is “*Quillbot Web-Application: Utilizing Online Technology on Academic Writing at an Indonesian Islamic Higher Education*” this research conducted by Jaladara et al (2023), this research use a phenomenological qualitative design. This research has been conducted at the Institut Agama Islam Negeri (IAIN Bone), the subjects in this study were students from the English language department, specifically students in their eighth semester who use the QuillBot application. According to the finding of this research is that QuillBot, as an online technology, has both a positive and negative impact on students' academic writing. The advantageous outcome is that QuillBot can help students save time while writing academic papers, enhance their vocabulary, and aid in the writing process by addressing the complexity, objectivity, formality, and hedging components of academic writing. The unfavorable result demonstrates students' dependency on QuillBot technologies, resulting in a lack of critical thinking and academic writing skills. Students faced challenges using QuillBot, including poor network performance and unclear directions for upgrading to the premium edition. from the research examined the impact and obstacles faced by the utilization of QuillBot as a technology faced by students in academic writing.

The third research is “*Students' Perception on the Use of QUILLBOT to Improve Grammar*” this research conducted by Baron et al. (2023). The researcher employed a quantitative approach and a survey design, with a

questionnaire utilized to collect data. This study was done in an Asian university with a sample size of 35 English majors. The findings indicate that almost all pupils trust the QuillBot computer to verify grammar. As a consequence, the QuillBot program helps students who struggle with grammatical correction. These students gave some nice replies. Some students are already aware that this QuillBot program may be used to check students' grammar writing and make it easier and more convenient for students to check their grammar to ensure that they are free of grammatical faults. Therefore, The researcher said that the usage of the QuillBot app can help pupils improve their grammar.

Lastly, the research was conducted by Syahnaz & Fithriani (2023) that is *“Utilizing Artificial Intelligence-based Paraphrasing Tool in EFL Writing Class: A Focus on Indonesian University Students’ Perceptions”*. This study employed a phenomenological case study with Indonesian university students majoring in English language education in their sixth semester who had completed the Academic Writing course. The research data was obtained by a questionnaire, followed by face-to-face interviews with five individuals chosen from the questionnaire replies. The researcher discovered that all of the participants agreed that utilizing QuillBot would improve their academic writing. The researchers also believe QuillBot is useful for three reasons: increasing content, eliminating grammatical errors, and improving language in submissions. It may be concluded that adopting artificial intelligence, such as online paraphrasing tools, helps EFL students overcome some of the challenges they have while writing academic papers, hence increasing their writing outputs.

Based on the research described above, previous research has differences with this research. They focused on how quillbot works in paraphrasing, the impact and obstacles faced by students when using quillbot, the effectiveness of quillbot in checking grammar, and students' perceptions when using quillbot. However, although these researches provide information about quillbot, this study does not discuss in detail whether quillbot can increase their writing skills including grammar, spelling and vocabulary. Therefore, this research aims at finding out students' experience of using quillbot in the context of grammar, spelling and vocabulary. Thus, readers will know more details about the use of quillbot to students in the context of writing skills.

CHAPTER III

RESEACH METHOD

This chapter includes an explanation of the research technique. This research methodology includes the research design, subject of research, research instrument, data collecting procedure, and data analysis, all of which are described in this chapter.

3.1 Research Design

This study employed a qualitative descriptive technique. Kirk and Miller (1986) define qualitative research as a social scientific tradition that is based primarily on observations of persons, both in their environments and on their terms. Meanwhile, the author of another qualitative book said that qualitative research is a study that uses open interviews to explore and comprehend the attitudes, perspectives, feelings, and behavior of an individual or group of individuals (Moleong, 2007). This research focuses on the experience of students who have used Quillbot as a tool to help them when doing assignments, whether Quillbot can increase students' vocabulary, and provides a lot of information about correct spelling and grammar.

3.2 Research Subject

In this research, the researcher focused on students, specifically in English Education Department from class of 2020 to class of 2022 who already taken classes of writing class and had used the Quillbot application. Besides, the researcher also took 3 random students to be interviewed because in this research using purposive sampling, that is sampling according to the researcher's own

criteria, which has the criteria of students who have used Quillbot and have taken writing classes. For the questionnaire the researcher was taking a sample of 35 students. The researcher chosen to conduct this research in this department and university because the researcher has done a survey regarding to the use of Quillbot and lot of English language education department students use the Quillbot application either to complete the final project or daily assignments from lecturers.

3.3 Research Instruments

Research instruments play an important role in facilitating the data collection process, ensuring data quality, and supporting relevant analysis in research. In connection with this statement, the research instruments used in this study are questionnaires and interviews to obtain more in-depth data. The questionnaire and interview questions were adopted from several journals that are related to this research. Sappaile (2007) said an instrument is a tool that fulfils academic standards and may be used to measure a measuring item or gather data on a variable. In this statement to answer questions on the existing research question so that data can be collected, the researcher uses these 3 research instruments.

1. Questionnaire

The questionnaire is an instrument that contains a series of questions used to collect data from respondents (Ardiansyah et al., 2023). This research uses a questionnaire in the form of a google form to make it easier for researcher when distributing the questionnaires, not only that

it can also reduce paper waste if using paper. Likert Scale type of questionnaire use in this research, specifically the respondent's answer is equipped with a multilevel statement, usually indicating an attitude scale that includes a range from strongly agree to strongly disagree with the statement (Sugiyono, 2018). In this research, use 22 questions in English and use multiple choices on the questionnaire in the form of 5 possible answers, that are strongly agree, agree, neutral, disagree, and strongly disagree. However, students only need to choose one to answer the question.

Table 3.1 Questionnaire Specification

Indicator	Specification
Quillbot Usage in Writing	1-6 Question
Improved Grammar in Writing	7-12 Question
Improved Spelling in Writing	13-17 Question
Improved Vocabulary in Writing	18-22 Question

The questionnaire specification table includes several indicators, such as quillbot usage in writing, which consists of 6 questions numbered 1 through 6, how quillbot improved grammar in writing the questions 7 through 12, improved spelling in writing number 13 through 17, and improved vocabulary in writing, numbered 18 through 22.

2. Interview

Interviews are frequently employed in qualitative research to acquire a thorough grasp of perspectives. Qualitative interviews seek to get a thorough knowledge of persons' experiences, ideas, and perspectives on the issue under investigation (Ardiansyah et al., 2023). The interview is a data-gathering method that requires direct interaction between researchers and study participants (Ardiansyah et al., 2023). In interviews, researchers obtain information through questions asked to participants. Three types of interviews are structured, semi-structured, or unstructured. In this research, researchers used a semi-structured interview type. That is an interview that seeks to uncover issues more openly. The person being interviewed is asked for his thoughts and ideas by closely listening to the source and recording what the interview said (Sugiyono, 2008).

In this research used 6 questions with the participants consist of 3 students that has been taken randomly from students who filled out the google form questionnaires. The researcher chose 3 students because the sampling of 3 students has been deemed adequate to represent and provide a sufficient picture in the context of this research. This is based on the belief that the 3 students could answer the researcher's questions in detail and the researcher could easily infer their answers. During the interview, the researcher interviewed 3 students using Indonesian language and the results of the interview have been translated by the

researcher. The 3 students were symbolized as S1, S2, and S3. The questions as shown in table 3.2;

Table 3.2 Interview Item Specification

Indicator	Specification
Quillbot Usage in Writing	4 Question
The Strengths and Weakness of Using Quillbot	1 Question
Improved Grammar in Writing	2 Question
Improved Spelling in Writing	1 Question
Improved Vocabulary in Writing	2 Question

In the indicator interview table, there are 5 indicator includes 10 questions, which are about Quillbot usage in writing, the strengths and weakness of using Quillbot, improved grammar in writing, improved spelling in writing and improved vocabulary in writing.

3. Documentation

Documentation is one of the instruments in qualitative research. Documentation involves collecting data from documents, archives, or other written materials related to the research phenomenon (Ardiansyah et al., 2023). Documentation in data collection is an important step in the process of collecting, analyzing, and interpreting information. Through careful documentation, documentation can strengthen existing data such as questionnaire and interview data. in this research,

researchers used documentation in the form of screenshots the results of using Quillbot.

3.4 Data Collection Technique

Data collection techniques are a key stage in the research process that involves collecting relevant and reliable information to answer research questions. This study uses three techniques, that are questionnaires, interviews, and documentation.

1. Questionnaire

Qualitative research uses this instrument to strengthen and add data to the research. After making the questionnaire the author have distribute a google form link to 35 students who have used Quillbot including the class of 2020, 2021 and 2022. After the data is collected the data have been analyzed by the researcher.

2. Interview

Interviews have been recognized as an invaluable method within this research framework for collecting comprehensive data. This method allows the researcher to gain a deeper understanding of the research subject, as well as increase the accuracy and richness of the information collected. The researcher used a randomized approach by selecting 3 individuals from the respondents who had filled out the Google form. Afterward, the researcher contacted the three students and set up an interview appointment. The interviews have been conducted face to face and in stages, arranged at different times according to the time

availability of both the researcher and the respondents. During the interviews, the researcher directly asked the students questions and recorded their responses, while the interview process was recorded to ensure the accuracy and completeness of the documented data. The researcher have conduct the interview in Indonesia, then the results of the interview have been translated by the researcher.

3. Documentation

The last instrument in this research is documentation, which is used to collect written data, such us using screenshots of the results of using Quillbot. The author asked the interviewee to enter sentences in the paraphrasing feature as well as the grammar checker. Then students explained what new vocabulary they got from Quillbot and also what grammar was corrected by Quillbot so that students could increase their knowledge about grammar. This documentation provided evidence that supported the findings from the questionnaires and interviews and helped the researcher analyze the development of student's writing skills as a whole. With the documentation, researchers can verify the results of the research and provide a more complete picture of the impact of using Quillbot on students' writing skills.

3.5 Data Analysis

To produce relevant findings or conclusions by the research objectives, then in the data analysis process the researcher analyzed the data qualitatively. The data analysis techniques according to Miles and Huberman (1994) who put

forward 3 data analysis methods that are; data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

Data reduction is a procedure for selecting data after it has been collected. The researcher has summarized the data that has been collected and then get rid of data that is deemed unnecessary until the data is completely arranged. This process can be said to be the process of selecting data that has been collected into a category or subject matter. The data that has been collected is then grouped based on its sources such as interviews, questionnaires and documentation. After the data has been grouped, the researcher labels or codes the units of data that are relevant to the research questions or specific themes. This assisted in organizing and identifying patterns or findings that emerged from the data. After the results of the questionnaires and interviews are analyze as a whole to understand the respondents' responses in depth and the researcher makes conclusions about the findings and meanings resulting from the data. The data generated from the data analysis is presented in a clear and structured manner in the report.

2. Data Display

After data reduction, the next step is data display. The selected and summarized data is then given in the manner of presenting data by using tables and in descriptive narrative form to describe the data. This data included students' experiences of using QuillBot in improving their

grammar, spelling, and vocabulary. The tables used to present the results of the questionnaire and narrative descriptions provided in-depth insight into students' individual experiences of how QuillBot helped them to improve these aspects. The presentation of this data aims to facilitate understanding and interpretation of the problems examined by researchers. Through a clear and systematic presentation of data, researchers can better analyze and understand the implications of the findings produced in the research.

3. Conclusion Drawing/Verification

The last step mentioned by Miles and Huberman (1994) after doing data reduction and data display is drawing conclusions from the data that has been collected. This process involves interpreting the findings resulting from data analysis, as well as formulating conclusions that are supported by empirical evidence found. Drawing conclusions is important to summarize the results of the research and present the implications of these findings in a broader context. In addition, further research can also be conducted based on the conclusions generated from the data analysis. Thus, drawing conclusions is a critical stage in the research process that allows the researcher to make significant contributions to the topic of research under consideration.

3.6 Data Triangulation

Triangulation data is a data gathering approach that integrates current data collection techniques and data sources (Sugiyono, 2008) This research uses the

Triangulation data technique to increase the researcher's understanding of the data that has been collected and also to strengthen the data that have been concluded. In addition, Sugiyono (2008) said that by using this technique the data collected is more consistent, complete and certain. In triangulating data in qualitative research, the first step is to identify different methods or data sources, such as interviews, questionnaires and documentation. These two instruments are used to provide a more complete description so that this research becomes more accurate by combining the two methods, because questionnaires cannot produce more detailed data that can be obtained in interviews.

Subsequently, data is collected from each of these sources and analyzed separately to identify key findings. Then, findings from different data sources have been integrated and analyzed together to find similarities, differences, or convergences between them. Through that analysis, researcher gain a deeper understanding of the phenomenon under study and strengthen the validity of the research results. The conclusions and interpretations resulting from this data triangulation process provide a richer and deeper understanding of the research topic as a whole.

CHAPTER IV

FINDING AND DISCUSSION

This chapter contains an analysis of the data that has been collected and a discussion of the findings obtained from the research. In this chapter, the data will be presented in the form of tables and narrative descriptions to provide a clear description of the research results. This chapter is divided into two parts. The first is the research findings gathered through questionnaires, interviews, and documentation. The second is the explanation of the data.

4.1 Finding

The researcher categorized the data in this chapter according to the two research questions that the researcher used. The two questions include: what are students' perception in using Quillbot to support the development of their writing, and how does Quillbot contribute to students' progress in writing skills such as grammar, spelling and vocabulary. Data was collected through questionnaires, interviews and documentation.

4.1.1 Students' Experience in Using Quillbot To Support the Development of Their Writing Skills

This section contains questionnaire and interview results used as a data collection instrument in this study. The questionnaire and interview are designed to collect relevant information to answer the research questions that have been formulated previously. There are 22 questionnaire questions that students must answer and 10 questions for the interview. The questions in this questionnaire are divided into several sections covering various aspects to be analyzed. There are 4

sections of the questionnaire: 6 questions about Quillbot usage in writing, 6 questions about improved grammar in writing, 5 questions about improved spelling in writing, and last is about improved vocabulary in writing with 5 questions. Each section of the questionnaire was designed to elicit in-depth and comprehensive information to provide an accurate description of the data obtained. Respondents were asked to answer each question honestly and in accordance with the conditions they experienced. The questionnaire was administered to 35 students of the English Education Department in the years 2020, 2021 and 2022 at University X in Malang. The data of questionnaire distributed for 6 days on July 13 to July 18, 2024

Meanwhile, for the interview there are 5 sections of the interview: 4 questions about Quillbot usage in writing, 1 question about the strengths and weakness of using Quillbot, 2 question about improved grammar in writing, 1 question about improved spelling in writing, and last is about improved vocabulary in writing with 2 question. The data of interview was collected to explore in-depth information about students' experiences using Quillbot to improve writing. Data was collected from 3 students who were randomly selected from those who filled out the questionnaire. Interviews were conducted for three days, from July 19th to 21st, 2024. The detailed answers will be presented in a table containing details of the questionnaire questions used in this research and also shows the percentage frequency of answers from students in the questionnaire. if the reader wants to see the percentage of all questions can be seen on the appendix page.

The table below provides information on the results of the entire questionnaire. From each respondent's answer to each question and the respondent's

answer as a whole. In the table there are several options including option SA means “strongly agree”, option A means “Agree”, option N indicates “Neutral”, option D means “Disagree” and the last option SD means “Strongly Disagree”. The option shows the number of students who chose the statement in the questionnaire. Then, for Total Number of Responses is the overall result of students who choose from each option. Meanwhile, Percentage is the percentage value of the total number of responses calculated from the total or each question option is totalled then divided by the total response, namely 210 for tables 4.1 and 4.2, 174 for tables 4.3 and 4.5. then multiplied by 100. These results are the sum of each option. This provides a more detailed picture of respondents' choices for each indicator analyzed. The results of the questionnaire were described in table 4.1 onwards:

Table 4.1 Quillbot usage in writing

Statements	SA	A	N	D	SD	Total
I always use quillbot to help me with my assignments, especially writing assignment.	20% (7)	51.4% (18)	25.7% (9)	0%	2.9% (1)	100% (35)
There are many features in QuillBot that are very useful for improving my writing skill.	25.7% (9)	60% (21)	14.3% (5)	0%	0%	100% (35)
Quillbot helps me to improve my writing skills and knowledge.	25.7% (9)	51.4% (18)	20% (7)	2.9% (1)	0%	100% (35)
Quillbot is more convenient to use than similar websites.	20% (7)	48.6% (17)	31.4% (11)	0%	0%	100% (35)
It is very easy to use or apply Quillbot	40% (14)	57.1% (20)	2.9% (1)	0%	0%	100% (35)

I can easily know my writing after using Quillbot.	25.7% (9)	54.3% (19)	20% (7)	0%	0%	100% (35)
Total Number of Responses	55	113	40	1	1	210
Percentage	26.1%	53.8%	19.04%	0,47%	0,47%	100%

Based on the indicators in the table about Quillbot usage in writing above which have been explained as a whole, the following is an explanation of the questionnaire results for each question. On the question “*I always use Quillbot to help me with my assignments, especially writing assignments*”. The results of this question show that most respondents use QuillBot to help them with their assignments, especially writing assignments. The most chosen statement are “Strongly Agree” and “Agree” as many as 7 or 20% students and 18 or 51.4% of students. Which means there are 24 students who agree with the statement. The results of the questionnaire statement are in line with the statements stated by students interviewed by researchers regarding how often they use Quillbot.

Researcher: “*How often do you use Quillbot*”

S1: “*I often use Quillbot, so when I have difficulty in writing when there are many assignments, especially writing assignments like the example Now it's not possible to directly take quotes from people. I often because there are quite a lot of assignments lately, especially writing assignments.*”

S2: “*Quillbot is used quite often in writing when there is an assignment to make an article or journal, often using Quillbot because its features help to write.*”

S3: *“I often use Quillbot since the third of semester, every assignment always uses Quillbot such as writing and others”.*

In addition, the researcher also asked more in-depth questions in line with the previous questionnaire and interview questions.

Researcher: *“What kind of tasks often use Quillbot?”*

S1: *“The assignment I use Quillbot for most often is my thesis. Quillbot helps check spelling and grammar errors, as well as provide better alternative words, besides that, when I use excerpt from others I use Quillbot to avoid plagiarism.”*

S2: *“I often use Quillbot for essay or paper assignments. Usually, I utilize Quillbot for paraphrasing when I have to re-explain information from a source, so that it doesn't seem like plagiarism but still retains the original meaning. I also use it during academic writing lessons to correct grammar”*

S3: *“Quillbot is very useful for research or journal assignments. I often use it to check grammar and improve sentence structure to make my writing more academic and easy to understand.”*

From the perceptions that have been said by students, it can be concluded that students often utilize Quillbot to complete writing tasks because of its ability to help in paraphrasing and rewriting. This tool becomes their first choice when facing a lot of tasks or when their writing skills are limited because the features in Quillbot are various and very easy to use.

Next question on the questionnaire which states *“There are many features in QuillBot that are very useful for improving my writing skills”*. On this question many respondents found various features in QuillBot very useful for improving

their writing skills, as evidenced by the statement that was chosen a lot, that are “Strongly Agree” and “Agree” as many as 9 or 25.7% students and 21 students or 60% of students. It indicates that they think that Quillbot features help increase their writing skills. The questionnaire's results are in line with what students who were interviewed by researchers said about students' opinions on the use of Quillbot in the writing process.

Researcher: *“what is your opinion on the use of Quillbot in the process of writing?”*

S1: *“Helpful because we are given options. Quillbot is very useful because it increases my knowledge. I know what's right, I usually often make paraphrases so different words but this has the same meaning. My opinion is very useful for my life as a student to help me complete my assignments.”*

S2: *“It is very useful and helps me when doing assignments, there are many features that are good to use and very easy, such as grammar, paraphrase, and there is also a Quillbot flow feature.”*

S3: *“Quillbot helps me with my assignments such as the paraphrase feature, translator and other features too.”*

From the above statements, students found Quillbot helpful in their assignment writing process also Quillbot has many good and helpful features. They appreciated the various features such as Quillbot's paraphrasing, grammar checker, and flow features that can help organize ideas and improve writing. Quillbot not only made completing assignments easier, but also improved their understanding of proper language usage, making it a very useful tool in their academic life.

The next question is *“Quillbot helps me improve my writing skills and knowledge”*. Stating there are 9 or 25.7% students choose “Strongly Agree” and 18 students or 51.4% of students choose was “Agree”, that indicated the most chosen in this statement. From the table it can be concluded that QuillBot helps them to improve their writing skills. This shows that most users feel there are significant benefits from using QuillBot in developing their writing skills. Then for the question *“Quillbot is more convenient to use than similar websites”* the researcher found 7 or 20% students choose “Strongly Agree” and 17 students or 48.6% students chose “Agree”. Which means there are 27 students agree with the statement. This shows that the advantages of QuillBot in terms of convenience of use are very concerning, so they are more comfortable using Quillbot than others. The statement on the questionnaire about Quillbot being able to improve knowledge is in line with students' statements in question three regarding the advantages and disadvantages of Quillbot.

Researcher: *What are the strengths and weaknesses of utilizing Quillbot in your academic writing?*

S1: *Firstly, the advantages are more effective and efficient, we don't waste much time. We just input our words, and we already get the answer we want. We can find out in less time. If we are urgent and the task has a dateline, it can help me. Then for the disadvantages, our thinking process is reduced because we are utilizing technology, the disadvantage is that we cannot sharpen the brain because we choose to do tasks instantly.*

S2: There are many advantages, including Quillbot flow that helps. There is also a translator, different from Google Translate; Quillbot is better at using language. Then there is also a summarizer when our writing is too much can be summarized and there are also settings such as short, medium and long. There is also an AI detector, paraphraser is also good. For the disadvantage in the citation generator feature, there we can look for references such as Google Chrome when in Quillbot, it is a bit difficult and challenging to prove right or wrong.

S3: The advantage is that I can know what is wrong and what is right in terms of grammar. The disadvantage is that some Quillbot features are paid, so what we use in Quillbot is limited compared to the free one.

From the above statements, it can be concluded that Quillbot has several advantages and disadvantages in academic writing. The advantages include time efficiency, advanced features such as paraphrasing, grammar checker, translator, and automatic summary that improve the quality of writing. In addition, Quillbot helps users understand correct language and grammar. However, dependence on Quillbot can reduce independent thinking, many advanced features are only available to paid users, and its citation generator feature still needs to be improved in finding references and verifying their correctness.

The next question *“It is very easy to use or apply Quillbot”*. Researcher found 14 students or 40% students choose “Strongly Agree”. Besides, 20 students or 57.1% of students chose “Agree”. That means most students agree that Quillbot is very easy to use. As for the question *“I can easily know my writing after using Quillbot”* many respondents found the features in QuillBot very useful to improve

their writing skills, with 9 or 25.7% students choose “Strongly Agree” and 19 students or 60% choosing “Agree”. which means there are 28 students agree with the statement. It can be concluded that they can easily find out their writing mistakes after using QuillBot. This shows the effectiveness of QuillBot in detecting writing errors.

In the interview data, the author asked in more detail about whether the results produced by Quillbot are always accepted by users or not. Based on the interviewees' responses, not all results from Quillbot are accepted directly. Some interviewees stated that they often make adjustments to the suggestions given by Quillbot. The reason for rejection is usually related to the language style that is too formal or changes that are considered to change the original meaning of the sentence. Although Quillbot helps in improving grammar and enriching vocabulary, users still make evaluations and modifications to make the final result more suitable for personal writing style or academic purposes.

Researcher: *“Do you always receive the results every time you use Quillbot?”*

S1: *“Not always. Sometimes I feel that Quillbot's output is too formal or doesn't suit my writing style, so I often opt for some of the suggestions, but also keep some parts of my original writing.”*

S2: *“Not all of Quillbot's results are acceptable to me. A few times I felt that Quillbot changed the meaning of the whole sentence, especially when paraphrasing. I usually double-check and adjust to keep it in line with what I want to say.”*

S3: “I mostly accept Quillbot's results, but there are times when I change back some of the suggested words or sentence structures because they feel unnatural or too rigid. So, I still make adjustments to keep my writing sounding more personal.”

Once each question has been discussed in detail and the respondents' answers for each indicator are understood, the discussion will turn to the aggregated questionnaire scores. In this section, the results collected from all questions will be reviewed to get a more comprehensive picture of the overall research results in the questionnaire section. The overall results include the percentage and frequency of all student answers. There were 55 or 26.1% who chose “Strongly agree” and 118 or 53.8% who chose “Agree”. Then those who chose “Neutral” were 40 or 19.04% from one indicator. While the values of “Disagree” and “Strongly Agree” have the same 1 or 0.48% who choose. It can be concluded that QuillBot is generally very well accepted by its users as a writing tool. Most respondents feel that QuillBot is a very useful tool for completing their writing tasks, and many of them always use QuillBot in the writing process. The features available in QuillBot were found to be very helpful in improving writing ability, and users felt a noticeable improvement in their writing skills and knowledge after using QuillBot.

4.1.2 The Contribution of Quillbot to Student Progress in Writing Skills Such as Grammar, Spelling and Vocabulary.

1. Improve Grammar in Writing Skills

Table 4.2 Improve Grammar in Writing

Statements	SA	A	N	D	SD	Total
Using QuillBot helps me to improve my grammar skill.	11.4% (4)	42.9% (15)	40% (14)	5.7% (2)	0%	100% (35)

Quillbot provides a solution by helping check grammar.	34.3% (12)	45.7% (16)	20% (7)	0%	0%	100% (35)
This Quillbot application ensures that checking grammar is free from grammatical errors.	22.9% (8)	54.3% (19)	17.1% (6)	5.7% (2)	0%	100% (35)
By using Quillbot, I can find out my grammar mistakes.	28.6% (10)	54.3% (19)	14.3% (5)	2.9% (1)	0%	100% (35)
Quillbot has helped me to improve my confidence in submitting my assessment.	31.4% (11)	48.6% (17)	17.1% (6)	2.9% (1)	0%	100% (35)
Using Quillbot is easier to check my grammar than other software like grammarly	14.3% (5)	34.3% (12)	34.3% (12)	14.3% (5)	2.9% (1)	100% (35)
Total Number of Responses	50	98	50	11	1	210
Percentage	23.8%	46.6%	23.8%	5.23%	0.47%	100%

The following is a detailed explanation based on the indicators in the table about Improved Grammar in Writing. On the statement “*Using QuillBot helps me to improve my grammar skill*” the author found students who choose “Strongly Agree” there were 4 or 11.4% and 15 students or 42.9% students who chose “Agree”. This result is the most chosen statement. From the statement that almost half of the respondents chose agree, it indicates that they can improve grammar using Quillbot. The results of the questionnaire which stated that there were many

who agreed with the statement were in line with the results of the interviews which stated that Quillbot can improve their grammar skills in writing.

Researcher: *“How does Quillbot contribute to improving your grammar through the use of grammar checker in writing skills?”*

S1: *“If I use my own words and it turns out to be a lot, after I correct it in the grammar checker, the mistakes become less, so it can help me. In addition, with this grammar checker I can increase my grammar knowledge when there are wrong sentences. Quillbot really contributes in terms of correcting grammar and growing knowledge about grammar.”*

S2: *“I can also learn a lot about grammar when my grammar is wrong and corrected by Quillbot. And in my opinion quillbot when compared to other applications such as Grammarly can both help, it's just that quillbot has more features and is more colorful when something is wrong.”*

S3: *“Using Quillbot can find out what is wrong with our grammar because sometimes our own translation and Google translate are different, besides that our grammar knowledge increases but not too significantly.”*

It can be concluded that Quillbot contributes significantly to improving users' grammar skills by providing a grammar checker that corrects errors and provides a better understanding of grammar rules. With this feature, users can identify and correct grammatical errors in their writing, thereby reducing overall errors. Moreover, Quillbot helps users learn correct grammar through auto-correction so that they know their mistakes and increase their knowledge.

Furthermore, the statement on the questionnaire *“Quillbot provides a solution by helping check grammar”*, most students agree that QuillBot provides a solution by helping check grammar as evidenced by the results of the most chosen statement that are “Strongly Agree” as 12 or 11.4% and “Agree” as 16 students or 45.7% students, which means almost half of the students felt significant benefits from the grammar checking feature provided by QuillBot. The statement shows that one of QuillBot's functions as a grammar checking tool is well received by students. In addition to students agreeing with the statement that Quillbot can help students check grammar, in student interviews students also stated what grammar often appears.

Researcher: *“What kind of grammar that often appears when you check grammar?”*

S1: *“In Quillbot, a common mistake is the inconsistent use of tenses. For example, I often make the mistake of mixing past tense and present tense in one sentence, and Quillbot helps correct it.”*

S2: *“Usually what Quillbot often corrects is the use of verbs and subjects that don't match, especially on subject-verb agreement. For example, when the subject is singular, I sometimes incorrectly use plural verbs, and that is often corrected by Quillbot.”*

S3: *“Quillbot often flags errors in the use of articles such as 'a', 'an', or 'the'. In addition, errors in the choice of prepositions, such as 'in' or 'on', also appear frequently and Quillbot helps me find the correct prepositions.”*

The conclusions from these interviews indicate that Quillbot plays a significant role in helping users correct various common grammatical errors in

writing. Some of the most common problems corrected by Quillbot include inconsistent use of tenses, subject-verb agreement, and improper use of articles and prepositions. These findings show that Quillbot effectively detects and corrects grammatical errors, ultimately helping to improve the quality of students' writing in academic contexts.

Further, based on statement *“This Quillbot application ensures that checking grammar is free from grammatical errors”* shows that a total of 27 students assent with this statement. That means as many as 8 or 22.9% students choose “Strongly Agree” and 19 students or 54.3% of students chose “Agree”. From the most selected data we can conclude that students agree that the QuillBot app ensures error-free grammar checking. This shows the level of trust students have in the app's ability to help them improve their grammar during the writing process. This conclusion also indicates that QuillBot is a tool that students can rely on in improving the quality of their writing.

In the statement *“By using Quillbot, I can find out my grammar mistakes”* the researcher found that most students agree that using QuillBot can find out their grammar mistakes. Which shows that they feel very helped by QuillBot in finding grammar mistakes. Evidenced by a total of 10 or 28.6% students choose “Strongly Agree” and 19 students or 54.3% choose “Agree”. On the statement *“Quillbot has helped me to improve my confidence in submitting my assessment”* the researcher found there were 28 students assent to this statement, that means 11 or 31.4% students choose “Strongly Agree”. Besides, 17 students or 48.6% students chose “Agree”. From the statement, most of them felt the positive benefits of using

QuillBot on their confidence in writing. In the statement *“Using Quillbot is easier to check my grammar than other software like grammarly”* there were 5 or 14.3% of students choose “Strongly Agree” and 12 or 34.3% of students choose “Agree” which means they think Quillbot is easier than other software. But in addition to the most chosen answer there is also an equally large choice of “Neutral” which is likely they chose not sure about this statement. Then only 6 students disagreed with this statement. We can conclude that the majority of students feel that QuillBot is easier to use than other software such as Grammarly but besides that there are still many students who feel less confident with this statement and some even disagree with this statement.

After each question has been analyzed in depth and the respondents' answers for each indicator are understood, the discussion will continue by discussing the accumulated questionnaire scores. From the data that has been presented in the table, there are 50 or 23.8% who chose “Strongly Agree” from that indicator. Then for the “Agree” option there are 98 or 46.6%. The “Neutral” option has the same number as strongly agree as many as 50 or 23.8% from the total of one indicator. Next there were 11 or 5.23% who chose “Disagree” and finally only 1 or 0.47% who chose “Strongly Disagree”. Based on all the statements mentioning the use of QuillBot, most students agree that QuillBot is very helpful in improving their grammar skills. This can be seen from the students' answers stating that QuillBot helps them improve their writing skills and knowledge, including grammar aspects. In addition, the features in QuillBot are considered very useful in improving writing skills.

2. Improve Spelling in Writing Skills

Table 4.3 Improve Spelling in Writing

Statements	SA	A	N	D	SD	Total
I felt confident using QuillBot to improve my spelling skill in writing	11.4% (4)	51.4% (18)	37.1% (13)	0%	0%	100% (35)
Quillbot is very accurate, detailed, and precise in identifying spelling errors	17.1% (6)	37.1% (13)	42.9% (15)	2.9% (1)	0%	100% (35)
Quillbot allows me to enhance my spelling.	17.1% (6)	57.1% (20)	25.7% (9)	0%	0%	100% (35)
Quillbot really helps me to correct spelling error.	25.7% (9)	54.3% (19)	20% (7)	0%	0%	100% (35)
Quillbot can help to reduce my spelling and punctuation errors in my writing than other software like peer correction.	25.7% (9)	48.6% (17)	25.7% (9)	0%	0%	100% (35)
Total Number of Responses	34	87	53	1	0	175
Percentage	19.4%	49.7%	30.28%	0.57%	0%	100%

A detailed explanation of the improvement in spelling skills in writing, as shown in Table 4.2, will be explained in detail in the following section. Each aspect outlined in the table will be discussed further to provide a better understanding of this spelling improvement. On the statement “*I felt confident using QuillBot to improve my spelling skills in writing*” the researcher found that a total of 22 students assent with this statement. Which obviously 4 or 11.4% students choose “Strongly Agree” then 18 students or 51.4% of students chose “Agree” that QuillBot helped

improve their spelling skills, indicating that more than half of the respondents felt positive benefits from QuillBot in this aspect.

Furthermore, the statement *“Quillbot is very accurate, detailed, and precise in identifying spelling errors”* in this statement the most students choose “Strongly Agree” and “Agree”, that are 6 or 17.1% and 13 or 37.1% of students. From these results most respondents felt that QuillBot was very accurate, detailed, and precise in identifying spelling mistakes. Only a few respondents felt that QuillBot lacked accuracy in identifying spelling mistakes. Further, the statement *“Quillbot allows me to enhance my spelling”* Most respondents felt that QuillBot helped them improve their spelling skills. As many as 26 students concur with this statement. That means 6 or 17.1% students choose “Strongly Agree” 20 students or 57.1% students choose “Agree” with this statement, indicating that most respondents felt the positive benefits of QuillBot in this aspect. In the statement about Quillbot can improve students' spelling in writing skills, many students agree that Quillbot can indeed improve their spelling, this statement is in line with the results of the interview in question number six.

Researcher: *“How does Quillbot contribute to improving your spelling through the use of grammar checker in writing skills?”*

S1: *“It can help me because sometimes we don't know even though we have studied for a long time, sometimes one or two words are still wrong, it turns out that two letters are missing. The use of Quillbot contributed and helped correct every word that turned out to be wrong spelling. So, after using grammar checker it can increase my spelling knowledge.”*

S2: *“Quillbot can help increase my knowledge about spelling that I don't know, there are some words that are lacking alphabetically then corrected by Quillbot from there I can know my mistakes.”*

S3: *“Quillbot helps me correct spelling and also increases my knowledge about spelling. When I make a mistake, I can find out the spelling that I might not have known before. This can improve my writing skills.”*

It states that Quillbot significantly improves users' spelling skills by detecting and correcting spelling mistakes that may have been missed despite long studies. Users often find errors in one or two wrong or missing letters, and Quillbot helps correct these mistakes. With this feature, users can learn from their mistakes, thus improving their knowledge of correct spelling. The auto-correction of Quillbot not only improves writing, but also helps users understand proper spelling, ultimately improving their writing skills.

After the statement Quillbot allows me to improve my spelling, the following statement is *“Quillbot really helps me to correct spelling errors”*. The researcher found 9 or 25.7% students choose “Strongly Agree” and 19 students or 54.3% of students chose “Agree” with this statement, indicating that more than three-quarters of respondents found QuillBot helpful in terms of correcting spelling errors. The statement states that most users consider QuillBot effective in detecting and correcting spelling mistakes. The last one is *“Quillbot can help to reduce my spelling and punctuation errors in my writing than other software like peer correction”* The majority of students felt that QuillBot can help to reduce spelling and punctuation errors in their writing better than other software like peer

correction. As many as 26 students concur with this statement, that means 9 or 25.7% students choose “Strongly Agree”. 17 students or 48.6% students choose “Agree” with this statement.

After analyzing each question in detail and understanding the respondents' responses on each indicator, the discussion will continue by discussing the frequency and percentage of the entire table. The table shows that 34 or 19.4% of indicator who chose “Strongly Agree”. Then there are 87 or 49.7% who choose “Agree” while the “Neutral” option has 53 or 30.28% who choose from the total of indicator, and 1 or 0.58% of who choose “Disagree”. The last option is “Strongly Agree”, which no one chose. This states that the most significant value or the most people who choose is the “Agree” option as many as 87 from the total of indicator. This shows that QuillBot is very useful for their spelling knowledge. The majority of respondents agree that QuillBot is very helpful in improving their spelling skills and reducing spelling and punctuation errors. The most selected statement showed that 87 who chose agree felt QuillBot was effective in correcting spelling mistakes, and students considered QuillBot superior to other tools such as peer correction. In conclusion, QuillBot is important in improving writing accuracy by correcting spelling and punctuation errors, and giving users confidence in the writing process.

3. Improve Vocabulary in Writing Skills

Table 4.4 Improved Vocabulary in Writing

Statements	SA	A	N	D	SD	Total
Using QuillBot help me to increase my vocabulary than other method of correcting.	14.3% (5)	48.6% (17)	34.3% (12)	2.9% (1)	0%	100% (35)

I can widen my knowledge of synonyms while using Quillbot.	17.1% (6)	51.4% (18)	28.6% (10)	2.9% (1)	0%	100% (35)
Quillbot allows me to use vocabulary more flexibly.	20% (7)	54.3% (19)	25.7% (9)	0%	0%	100% (35)
Using QuillBot helps me to use proper vocabulary for paraphrasing my writing.	22.9% (8)	65.7% (23)	11.4% (9)	0%	0%	100% (35)
QuillBot made me feel satisfied when I compared paraphrased text with the original text.	31.4% (11)	51.4% (18)	17.1% (6)	0%	0%	100% (35)
Total Number of Responses	37	95	46	2	0	175
Percentage	21.14%	54.28%	23.42%	1.16%	0%	100%

A complete description of the vocabulary improvement in the use of quillbot, as shown in Table 4.2 will be provided in more detail in the following section. Each point in the table will be discussed in more detail to explain this indicator further. On the question “*Using QuillBot helps me to increase my vocabulary than other methods of correcting*” the researcher found that there were 5 or 14.3% students choose “Strongly Agree” and 17 students or 48.6% of students chose “Agree”. It shows that students agree that Quillbot can increase their knowledge of vocabulary. On the questionnaire stating that Quillbot can increase their vocabulary knowledge, most of them agreed with this statement. This is in line with the statements of students in interviews who stated that with Quillbot they can increase their vocabulary.

Researcher: *How does Quillbot contribute to improving your vocabulary through the use of paraphrasing in writing skills?*

S1: *“Yes, it can increase new vocabulary. Because in Quillbot we use paraphrase and usually use synonyms, I can increase my vocab a lot when using Quillbot. It turns out that this word is the same as this so it can increase my knowledge. Enough contribution for my vocab.”*

S2: *“Very helpful, especially in using paraphrase because there are many features in paraphrase. There are 10 modes that users can use, from standard to custom. From there the vocabulary adjusts to the level. This makes me know a lot of vocab.”*

S3: *“This is very significant, it can really help me and increase my vocab. vocab that we never knew because of using Quillbot we can know, such as in the paraphrase feature a substitute for the original word we used.”*

Quillbot contributes significantly to improving users' vocabulary through its paraphrasing feature that provides synonyms and word variations. By using Quillbot, students can discover new words and synonyms that improve their vocabulary knowledge. Students learn a lot of new vocabulary that they may not have known before, so this feature makes a meaningful contribution to enriching their writing skills.

Then there were 6 or 17.1% students choose “Strongly agree”. Meanwhile, 18 students felt that they could expand their knowledge of synonyms while using QuillBot equivalent to 51.4% students “Agree” with this statement. The explanation is based on the statement *“I can widen my knowledge of synonyms while using Quillbot”*. From the statement and explanation, we can conclude that many students

on average agree that using Quillbot can widen their knowledge of synonyms. In the statement *“Quillbot allows me to use vocabulary more flexibly”* shows that the highest number is 19 students or 54.3% of students who chose “Agree” and 7 or 20% students choose “Strongly Agree”. The data shows that more than half of the students agree that QuillBot allows them to use vocabulary more flexibly.

Whereas in the statement *“Using QuillBot helps me to use proper vocabulary for paraphrasing my writing”*. Almost half of the students have the same opinion with this statement as many as 31 students. It means 8 or 22.9% students choose “Strongly Agree” and There were 23 students or 65.7% of students chose “Agree”. This shows that QuillBot is generally considered very useful by users in helping to improve vocabulary, knowledge of synonyms, and flexibility and accuracy in vocabulary use. Besides, this question is in line with the more in-depth interview questions. The author tried to dig deeper into the users' experiences regarding the type of vocab they acquired while using QuillBot. The interviewees gave their views on how the tool helped enrich their word choice and improve the quality of their writing.

Researcher: *“What kind of vocab do you get from Quillbot?”*

S1: *“Quillbot often gives me more diverse and formal synonyms for the simple words I use. For example, when I write “important” Quillbot suggests words like “crucial” or “significant” which makes my writing sound better.”*

S2: *“What I get most often from Quillbot is a variety of synonyms for words that I often repeat, such as “good” which is replaced with “excellent” or “beneficial”*

Quillbot also often changes my sentence structure to make it more various and less monotone.”

S3: “From Quillbot, I often get synonym suggestions that help me enrich my vocabulary. In addition, Quillbot also helps improve the structure of sentences that are too long by breaking them down into shorter, clearer sentences.”

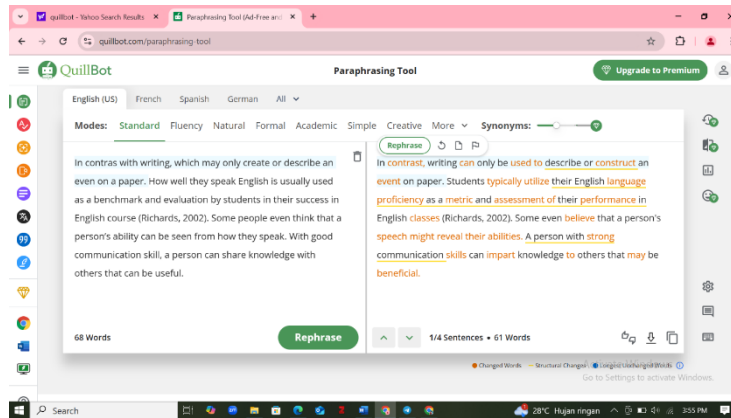
The conclusion from these interviews is QuillBot assists students in expanding their vocabulary through a more formal and diverse range of synonyms for simple, frequently used words. In addition to enriching vocabulary, QuillBot also made a positive contribution to sentence structure variation. Students revealed that QuillBot helped to transform monotonous sentences into more varied ones and break long sentences into shorter and clearer ones. This shows that QuillBot plays a role not only in word selection but also in organizing a more effective and interesting sentence structure.

The last one is the statement *“QuillBot made me feel satisfied when I compared paraphrased text with the original text”*. Show that there were 11 or 31.4% students choose “Strongly Agree” and 18 students or 51.4% students who choose “Agree”. It can be concluded that most students felt helped by QuillBot in using of appropriate vocabulary, they felt satisfied when comparing the paraphrased text with the original text.

From all the statements that have been described one by one, the researcher will explain the combined results of all the options that determine the results of the entire indicator. Combining all these options allows researcher to see a bigger picture and draw more accurate conclusions. The table shows the total of all

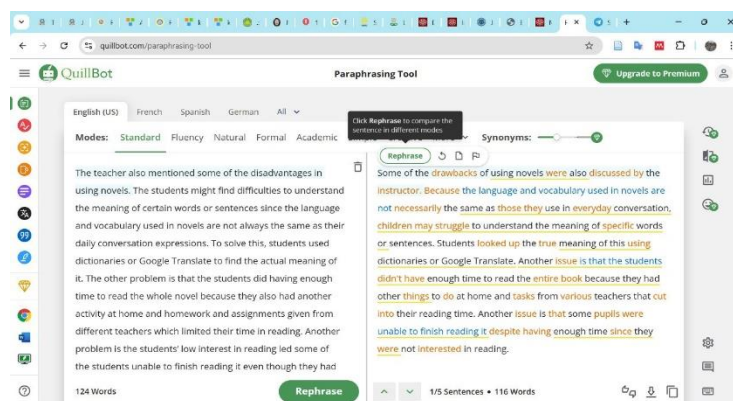
responses who chose “Strongly Agree” as many as 37 or 21.14% from the total of indicator. After that there were 95 or 54.28% who chose “Agree”. Then there were also 46 or 23.42% that chose “Neutral”. 2 or 1.6% choose “Disagree” and no students choose “Strongly Disagree” in this indicator. It can be concluded that most students agree that Quillbot can help improve their vocabulary knowledge. With only a small percentage doubting or finding the tool less effective, this finding suggests that Quillbot has great potential as an effective learning tool to support students' vocabulary improvement. The majority of respondents, with significant levels of agreement, recognized the benefits provided by Quillbot in helping them understand and expand their vocabulary knowledge. This indicates that this tool is reliable in the learning process, especially in the context of vocabulary.

After reviewing the results of the questionnaire and interviews related to vocabulary improvement, the following discussion will focus on the documentation. This documentation used to support and complement the findings from all interviews and questionnaires, thus providing a more complete understanding of students' experiences in using Quillbot to support the development of their writing skills and the contribution of Quillbot to student progress in writing skills such as grammar, spelling and vocabulary. Documentation data is taken from screenshots when students use Quillbot then students explain what students get from Quillbot when using it. Documentation data is collected from 3 students who were interviewed previously. This data is collected to support the findings from questionnaires and documentation. Here are the results:



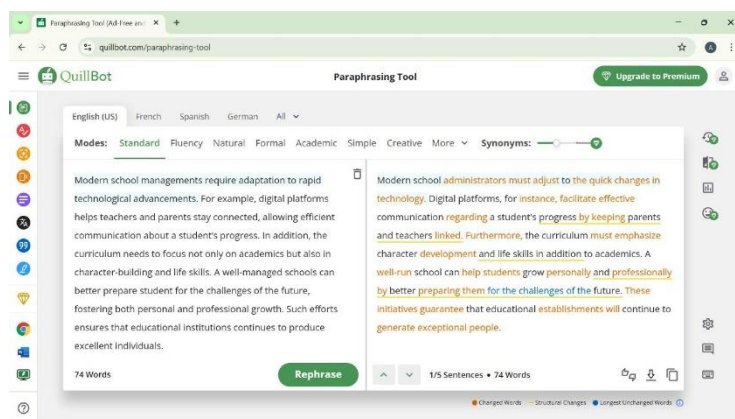
Picture 4.1 paraphrase feature used by (S1)

The image above is a screenshot of the paraphrase feature used by (S1). Based on the image from Quillbot above, the interviewees could explain that they felt an increase in vocabulary knowledge after using the paraphrasing feature. Students said that previously they did not know some words such as “construct” or “impart”, but after entering sentences into Quillbot and seeing the paraphrased results, students realized the addition of vocabulary. Quillbot provides alternative words that are more precise and varied than the original sentences entered. From this, students can understand that “construct” is a synonym for “create”, and “impart” can replace share with a more formal feel. The use of this paraphrasing feature helps students learn and enrich their understanding of English directly. With this feature, students feel that their ability to understand and use synonyms has improved, so that they can choose more appropriate words for certain situations.



Picture 4.2 paraphrase feature used by (S2)

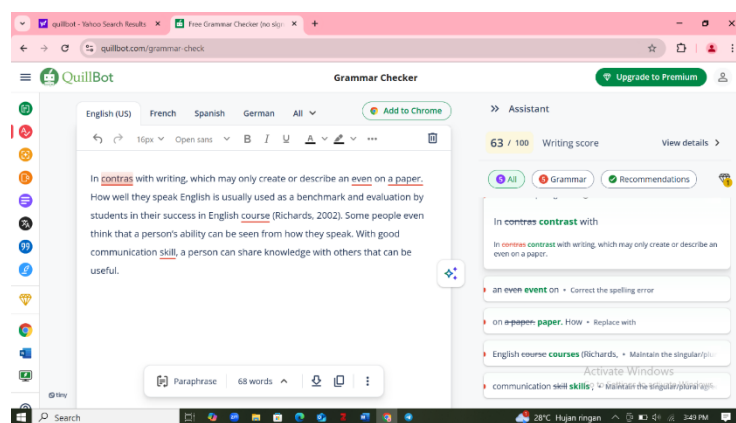
Based on the Quillbot image shown, it is a screenshot of student (S2) who said the paraphrasing feature helped them understand the use of words with more variations. Previously, students were unaware of some variations of words or phrases such as “drawbacks” instead of “disadvantages”, or “children may struggle” which provides an alternative to the phrase “students might find difficulties”. After entering the text into Quillbot, students get paraphrased results that show synonyms or different sentence structures. This makes students better understand how to use synonyms and construct sentences with more varied words. In addition, Quillbot also provides more concise and efficient sentences without reducing the main meaning, such as replacing “students did have enough time” with “students didn't have enough time”. In this way, it not only learns new vocabulary but also understands how to improve clarity in writing.



Picture 4.3 paraphrase feature used by (S3)

Based on the picture above regarding the use of the paraphrase feature on Quillbot used by students (S3), after students use Quillbot, students realize that this paraphrase feature is very useful to add insight into synonyms and better ways of

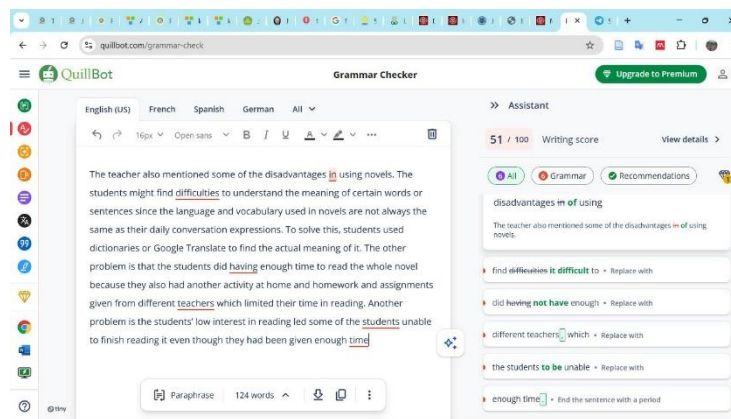
delivery. For example, the phrase “*modern school management requires adaptation to rapid technological advancements*” was changed to “*modern school administrators must adjust to the rapid changes in technology*”. With this result, I learned alternative words such as “*adjust*” which can be used instead of “*adaptation*”, and “*quick changes*” which is simpler than “*rapid advancements*”. In addition, the sentence structure generated by Quillbot provides a new perspective, such as in the section “*helps teachers and parents stay connected*” which is changed to “*by keeping parents and teachers linked*”. This helps students understand how to construct more effective and concise sentences. Overall, students found this feature made it easier to improve their vocabulary as well as improve their writing techniques.



Picture 4.4 grammar checker feature used by (S1)

The image above is the use of the Quillbot feature in the grammar checker used by students. Quillbot made several corrections to the text to improve grammar and meaning. First, the word “*contras*” is corrected to “*contrast*” because there is a spelling mistake. Next, the phrase “*an even*” was changed to “*an event*” to fit the context of the sentence. Quillbot also simplified the phrase “*on a paper*” to just “*paper*” as the extra word was unnecessary. In addition, the phrase “*English*

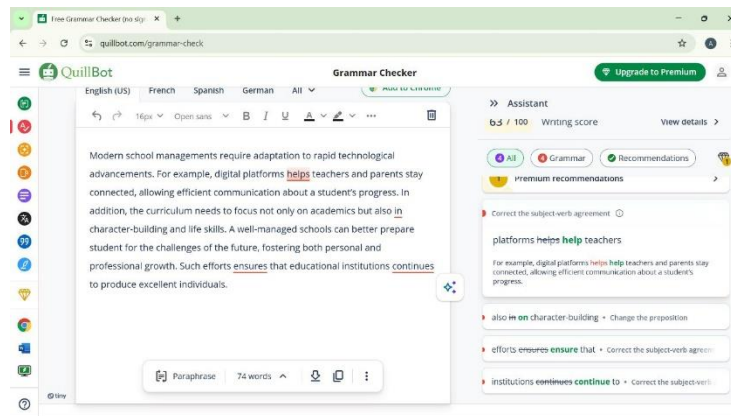
course” was changed to *“English courses”* to reflect the plural form that fits the context. Finally, *“communication skills”* was corrected to *“communication skills”* because the context refers to several communication abilities. When students correct, it can be concluded that the most corrected grammar in the sentence is spelling and also the use of singular or plural.



Picture 4.5 grammar checker feature used by (S2)

The image above is the result of student correction on the grammar checker feature which shows the phrase *“disadvantages in using”* was changed to *“disadvantages of using”* because the preposition *“of”* is more appropriate in this context. Furthermore, the phrase *“find difficulties to understand”* was changed to *“find it difficult to understand”*, which is a more common and natural structure in English. Then, *“did have”* was corrected to *“did not have”* to improve verb tense and time consistency. In addition, the phrase *“different teachers which”* was added a comma before which to become *“different teachers, which”*. QuillBot also changed *“the students unable”* to *“the students to be unable”* to make it more grammatically correct. Finally, corrections were made to the *“enough time”* section

by adding a full stop at the end of the sentence, so that the text had a more complete structure.



Picture 4.6 grammar checker feature used by (S3)

The last picture is a screenshot of the third student showing the sentence that the student entered into Quillbot being corrected by Quillbot. The paragraph corrected by the student in the form of the sentence “*platforms helps*” was corrected to “*platforms help*” because the subject “*platforms*” is plural, so the verb used must be basic without the addition of “-s”. then the sentence “*also in character-building*” was changed to “*also on character-building*” to better fit the correct use of prepositions in this context. Next, the Subject-Verb Agreement word change from “*efforts ensures*” is corrected to “*efforts ensure*” because the subject “*efforts*” is plural, so the verb used must be without the addition of “-s”. the last sentence, “*institutions continues*” is corrected to “*institutions continue*” to improve the compatibility between the plural subject “*institutions*” and the verb “*continue*”. It can be concluded that many grammars corrected by Quillbot are about subject-verb agreement to adjust the singular or plural subject with the correct verb, as well as adjusting prepositions to be more grammatically correct.

4.2 Discussion

In this section, the researcher discussed the main findings of this research. In this research, the researcher used a questionnaire, interview and documentation instruments to find out the perception of students' experience of using Quillbot on their writing skills. The researcher combined the three instruments to strengthen the data of the research results. The results of this study show that the use of Quillbot has a significant impact on students' writing skills, especially in terms of more effective sentence construction and better grammar usage. This finding was supported by questionnaire data that showed the majority of students felt an improvement, interviews that revealed positive experiences, as well as documentation that showed the development of students' writing skills over time.

Based on the results of interviews and questionnaires, students said that they often use Quillbot when doing assignments. That means Quillbot has an important role in their writing skills. In addition, students also have a positive response to the use of Quillbot in writing skills. It can be seen from the questionnaire results that the average student chooses to agree or strongly agree with the questions that have been given. Then for interviews students think that the questioner can help them when writing. In the documentation data, that is Screenshots of Quillbot usage of the paraphrase and grammar checker features taken from students who have been interviewed. The results show that from paraphrasing sentences students can increase vocabulary because Quillbot provides synonyms of the original word, students said that previously students did not know the words that had been paraphrased by Quillbot. In addition, students also learn better use of phrases. As

for the grammar checker feature, the most corrected by Quillbot are spelling errors, subject-verb agreement and also prepositions.

To understand students' experiences using Quillbot as a tool for developing writing skills, it is important to explore various aspects that include ease of use, perceived benefits, and challenges that students may face during the learning process. According to the data collected by the researcher, all students have used Quillbot in the writing process and some of them always use Quillbot when they do writing assignments. Students think that Quillbot can help them especially with writing assignments. According to students, Quillbot helps them to write better sentences, improve grammar, and reduce errors in writing. This application is also considered to facilitate the paraphrasing process, so they can produce higher quality writing in a shorter time. Students also feel more confident in completing writing assignments because of the support from Quillbot that can help them express ideas more clearly and precisely.

In the questionnaire stating that Quillbot helps students improve their writing skills and knowledge, 18 students or 51.4% agreed with the statement, making it the most selected option. This is in accordance with the statement in the interview which states that Quillbot can improve students' knowledge moreover when students do not know if their writing is wrong. Students also stated that by using Quillbot, they learned more about correct grammar and sentence structure, thus overall improving their writing ability. The results of this study support the findings of researchers by Syahnaz & Fithriani (2023) who emphasized that Quillbot helped EFL Students overcome some of the difficulties encountered in

writing academic papers, and consequently improved their writing products. This was also reinforced by the students' writing scores that had been collected by the researcher, where they scored above average. These results show that Quillbot can help improve students' writing skills, as stated in the previous findings.

Students also agreed that Quillbot has various features that are very helpful in the process of learning to write. This statement is reflected in the questionnaire results, where many students stated that features such as auto paraphrasing, grammar correction, and translation made it easier for them to construct better sentences. The interviews conducted by the researcher also revealed that students felt Quillbot's features provided them with useful tools to explore different ways of writing and improved the quality of their writing significantly. The combination of these features is considered very beneficial by students in deepening their understanding of the language and improving their writing skills.

The students' perception showed that they felt many benefits from using Quillbot, such as assisting in paraphrasing writing, translating text, and correcting grammar. In addition, Quillbot also made students' work easier and faster, leaving them with more time to complete other tasks. This had a positive impact, as students could manage their time more efficiently. This positive experience further strengthens students' perceptions that Quillbot is an effective tool for improving writing skills while optimizing their study time. In addition, students also feel the shortcomings of this Quillbot such as some paid features that cannot be used by users who use it for free. Students also feel that the thinking process is reduced

because students utilize technology, without this application they should be able to rely more on their abilities, so that the brain will be more active and work optimally.

In this research, the contribution of Quillbot to the development of students' writing skills, particularly in the aspects of grammar, spelling, and vocabulary, is analyzed in depth. Quillbot, with its various advanced features, acts as a tool that helps students correct grammar mistakes, improve spelling, and expand their vocabulary. According to the data that has been taken by the researcher, in the questionnaire, as many as 15 students or 42.9% of students chose to agree that Quillbot can help them improve grammar, making it the most chosen choice. In the interview, students stated that Quillbot can help them improve grammar, especially when Quillbot corrects their writing. Where students can gain knowledge about grammar when there are sentences that need to be corrected. Quillbot really contributes in terms of correcting grammar and increasing knowledge about grammar. In addition, research (Baron et al., 2023) states that Quillbot helps students who struggle with grammar checking, offering a simple and accessible tool.

Next, Quillbot can help them to improve spelling in their writing skills. Data obtained from questionnaires and interviews showed that students' perception significant improvements in their spelling after using Quillbot, especially in terms of identifying errors and replacing incorrect words with correct ones. QuillBot was considered a useful and effective tool by most respondents in improving spelling skills and reducing errors in writing. Respondents showed a high level of trust in QuillBot's ability to support their writing process. Meanwhile, in the interviews,

students also agreed that QuillBot could improve students' knowledge of spelling so that students could improve their writing.

Then the researcher found positive responses from students regarding the contribution of Quillbot to improve student vocabulary through the use of paraphrasing in writing skills. In addition to students being flexible in using vocab after using Quillbot, Students stated that the use of Quillbot can help increase vocab. According to the questionnaire, most students agreed on the statement “using Quillbot helps me to increase my vocabulary than other methods of correcting”. 17 students or 48.6% of students who chose agree, stating that most students agree. Meanwhile, the statement in the student interview stated that it can increase knowledge about vocabulary. These results are supported by research (Jaladara et al., 2023) which said the benefits of Quillbot for students include learning about new word categories that they may not have known existed, using more academic terms to enhance their essays and in case of time constraints, using paraphrasing tools to save time. This happens because Quillbot often offers different synonyms when paraphrasing, so students can enrich their vocabulary and better understand the variety of word usage in different contexts. Based on these results, students not only learn to construct sentences more effectively, but also gain new knowledge about words that can be used in different contexts, thus enriching their writing skills.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains a summary of the research results that have been examined by researchers and also recommendations for future researchers that can help future researchers to continue or develop further research in the same field.

5.1 Conclusions

Students' perception using Quillbot showed the various benefits and challenges they faced during the learning process. Students felt more confident in completing writing tasks because they knew that Quillbot would help them produce better writing. In addition, students revealed that Quillbot helped them learn more about correct grammar and sentence structure. However, there were also some challenges that students faced in using Quillbot. Some students felt that using this technology could make them too dependent on the tool, which ultimately reduced their critical thinking activities and creativity. In addition, some of Quillbot's paid features are an obstacle for students who can only access its free version.

Quillbot has contributed to improving students' writing skills, especially in the three main aspects of grammar, spelling, and vocabulary. This is based on the data from questionnaires, interviews, and documentation. Students recognized that Quillbot not only helped them improve their grammar, but also provided a deeper understanding of correct sentence structure, ultimately improving their writing ability. In the aspect of spelling, students reported significant improvements after using Quillbot, the tool helped them correct spelling mistakes more quickly, efficiently and also enriched their spelling knowledge. In addition, using Quillbot

in paraphrasing proved to be effective in expanding students' vocabulary. The tool often offers different synonyms, allowing students to enrich their word knowledge and understand the variety of word usage in different contexts. Suggesting that the increased vocabulary contributed to the overall quality of their writing. These results were also supported by screenshots of Quillbot usage of the paraphrase and grammar checker features taken from interviewed students. Which showed that By paraphrasing sentences, students can enhance their vocabulary because Quillbot provides synonyms for the original words and students also learn spelling mistakes, the appropriateness of subjects verbs, and the use of prepositions. From what students check on Quillbot's features, it proves that Quillbot provides new knowledge to students.

5.2 Suggestion

Based on the previous chapter about the results of students' experience in using Quillbot in writing skills, the researcher conveyed suggestions that are expected to be a guide for students, educators, and further researchers.

1. For Teacher

The researcher suggests that they utilize Quillbot as a supporting tool in the learning process, but still ensure that students do not become too dependent on this technology. Teachers can integrate Quillbot into writing tasks by providing clear guidance on how to use it effectively and wisely.

2. For Student

The researcher suggests that students use Quillbot as a supportive tool, not a substitute for their writing skills. Students are expected to continue

practicing writing independently and critically, relying on their understanding of grammar, spelling, and vocabulary. So that Quillbot is utilized as a tool that supports the learning process, without reducing the opportunity for students to hone their critical thinking skills and creativity in writing.

3. Next Researcher

Future researchers are expected to conduct a more in-depth study on the use of Quillbot's more complete features. Future research can explore how each of these features affects various aspects of writing skills. By examining the use of Quillbot features in more detail, future researchers can provide greater insight into the role of this technology in education and how its use can be optimized to support the development of better writing skills.

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APPENDICES

APPENDICES

Appendix I Instrument of Questionnaire

Questionnaire

EXPLORING STUDENTS' PERCEPTION IN USING QUILLBOT AS AN ARTIFICIAL INTELLIGENCE IN WRITING SKILLS

SA : Strongly Agree

A : Agree

N : Neutral

D : Disagree

SD : Strongly Disagree

No.	Statements	(SD) Strongly Disagree	(D) Disagree	(N) Neutral	(A) Agree	(SA) Strongly Agree
1.	I always use quillbot to help me with my assignments, especially writing assignment.					
2.	There are many features in QuillBot that are very useful for improving my writing skill.					
3.	Quillbot helps me to improve my writing skills and knowledge.					
4.	Quillbot is more convenient to use than similar websites.					
5.	It is very easy to use or apply Quillbot					

6.	I can easily know my writing after using Quillbot.					
7.	Using QuillBot helps me to improve my grammar skill.					
8.	Quillbot provides a solution by helping check grammar.					
9.	This quillbot application ensures that checking grammar is free from grammatical errors.					
10.	By using Quillbot, I can find out my grammar mistakes.					
11.	Quillbot has helped me to improve my confidence in submitting my assessment.					
12.	Using Quillbot is easier to check my grammar than other software like grammarly					
13.	I felt confident using QuillBot to improve my spelling skill in writing					
14.	Quillbot is very accurate, detailed, and precise in identifying spelling errors					
15.	Quillbot allows me to enhance my spelling.					
16.	Quillbot really helps me to correct spelling error.					

17.	Quillbot can help to reduce my spelling and punctuation errors in my writing than other software like peer correction.					
18.	Using QuillBot help me to increase my vocabulary than other method of correcting.					
19.	I can widen my knowledge of synonyms while using Quillbot.					
20.	Quillbot allows me to use vocabulary more flexibly.					
21.	Using QuillBot helps me to use proper vocabulary for paraphrasing my writing.					
22.	QuillBot made me feel satisfied when I compared paraphrased text with the original text.					

Instrument of Interview

**EXPLORING STUDENTS' EXPERIENCE IN USING QUILLBOT AS AN
ARTIFICIAL INTELLIGENCE IN WRITING SKILLS**

1. How often do you use Quillbot?
2. What kind of tasks often use Quillbot?
3. What is your opinion on the use of Quillbot in the process of writing?
4. Do you always receive the results every time you use Quillbot?
5. What are the strengths and weakness of utilizing Quillbot on your academic writing?
6. How does Quillbot contribute to improving your grammar through the use of grammar checker in writing skills?
7. What kind of grammar that often appears when you check grammar?
8. How does QuillBot contribute to improving your spelling through the use of grammar checker in writing skills?
9. How does QuillBot contribute to improving your vocabulary through the use of paraphrasing in writing skills?
10. What kind of vocab do you get from Quillbot?

Appendix III Validation Letter

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http://fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id	
Nomor	: B- /Un.03/FITK/PP.00.9/06/2024	26 Juni 2024
Lampiran	: -	
Perihal	: Permohonan Menjadi Validator	
Kepada Yth. Septi Dwi Jayanti, M.Pd. di - Tempat		
Assalamualaikum Wr. Wb.		
Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:		
Nama	: Tiffany Fadella Heryati	
NIM	: 200107110059	
Program Studi	: Tadris Bahasa Inggris (TBI)	
Judul Skripsi	: Exploring Students' Experience In Using Quillbot As An Artificial Intelligence In Writing Skills	
Dosen Pembimbing	: Nur Fitria Anggrisia, M.Pd.	
maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.		
Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.		
Wassalamu'alaikum Wr. Wb.		
 Wakil Dekan Bid. Akademik Dr. Muhammad Walid, M.A. NIP. 197308232000031002		

Appendix IV Validation sheets

Validation Sheet

“Exploring Students’ Perception in Using Quillbot as an Artificial Intelligence in Writing Skills”

Validator : Septia Dwi Jayanti, M.Pd
NIP : 198909122023212051
Expertise : Writing
Institution : Maulana Malik Ibrahim State Islamic University of Malang
Validation date : 28 Juni 2024

A. Introduction

This validation sheet aims at obtaining an assessment from the Validator of my research instrument in the form of 20 questions in Likert scale form and 5 interview questions. This instrument will be aimed at research subjects is English education department students. All criticism and suggestions given are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

B. Assessment Rubric

Instrument Questionnaire

NO.	Questions
Quillbot Usage in Writing	
1.	I always use quillbot to help me with my assignments, especially writing assignment.
2.	There are many features in QuillBot that are very useful for improving my writing skill.
3.	Quillbot helps me to improve my writing skills and knowledge.
4.	Quillbot is more convenient to use than similar websites.
5.	It is very easy to use or apply Quillbot
6.	I can easily know my writing after using Quillbot.
Improved grammar in Writing	
7.	Using QuillBot helps me to improve my grammar skill.

8.	Quillbot provides a solution by helping check grammar.
9.	This quillbot application ensures that checking grammar is free from grammatical errors.
10.	By using Quillbot, I can find out my grammar mistakes.
11.	Quillbot has helped me to improve my confidence in submitting my assessment.
12.	Using Quillbot is easier to check my grammar than other software like grammarly
Improve Spelling in Writing	
13.	I felt confident using QuillBot to improve my spelling skill in writing
14.	Quillbot is very accurate, detailed, and precise in identifying spelling errors
15.	Quillbot allows me to enhance my spelling.
16.	Quillbot really helps me to correct spelling error.
17.	Quillbot can help to reduce my spelling and punctuation errors in my writing than other software like peer correction.
Improved Vocabulary in Writing	
18.	Using QuillBot help me to increase my vocabulary than other method of correcting.
19.	I can widen my knowledge of synonyms while using Quillbot.
20.	Quillbot allows me to use vocabulary more flexibly.
21.	Using QuillBot helps me to use proper vocabulary for paraphrasing my writing.
22.	QuillBot made me feel satisfied when I compared paraphrased text with the original text.

Instrument Interview for Students

NO.	Questions
1.	How often do you use Quillbot?
2.	What kind of tasks often use Quillbot?
3.	What is your opinion on the use of Quillbot in the process of writing?
4.	Do you always receive the results every time you use Quillbot?

5.	What are the strengths and weakness of utilizing Quillbot on your academic writing?
6.	How does Quillbot contribute to improving your grammar through the use of grammar checker in writing skills?
7.	What kind of grammar that often appears when you check grammar?
8.	How does QuillBot contribute to improving your spelling through the use of grammar checker in writing skills?
9.	How does QuillBot contribute to improving your vocabulary through the use of paraphrasing in writing skills?
10.	What kind of vocab do you get from Quillbot?

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, 28 Juni 2024

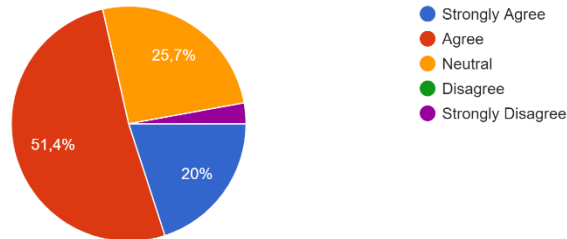


Septia Dwi Jayanti, M.Pd
NIP. 198909122023212051

Appendix V Results of questionnaires

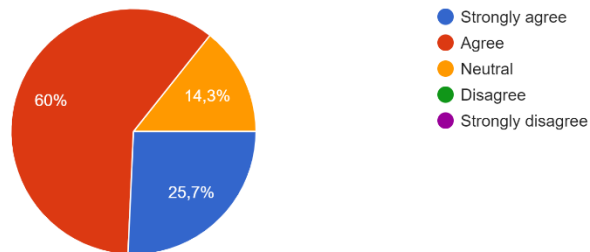
1. I always use quillbot to help me with my assignments, especially writing assignment.

35 jawaban



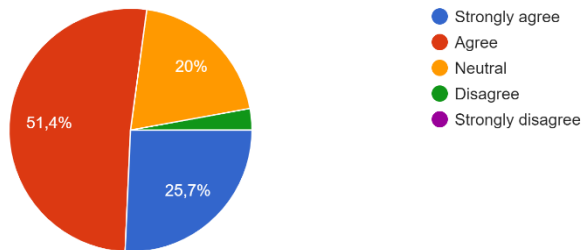
2. There are many features in QuillBot that are very useful for improving my writing skill.

35 jawaban



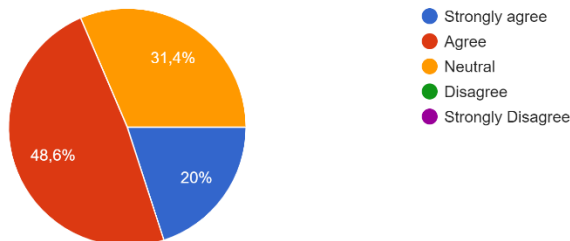
3. Quillbot helps me to improve my writing skills and knowledge.

35 jawaban



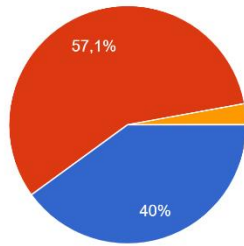
4. Quillbot is more convenient to use than similar websites.

35 jawaban



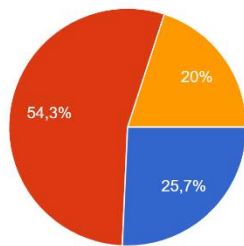
5. It is very easy to use or apply Quillbot

35 jawaban



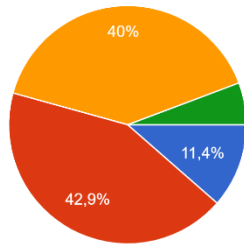
6. I can easily know my writing after using Quillbot.

35 jawaban



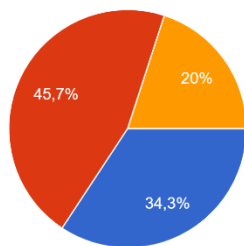
7. Using QuillBot helps me to improve my grammar skill.

35 jawaban



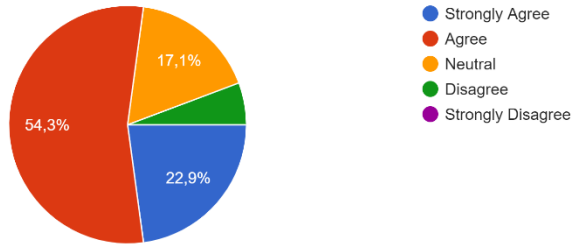
8. Quillbot provides a solution by helping check grammar.

35 jawaban



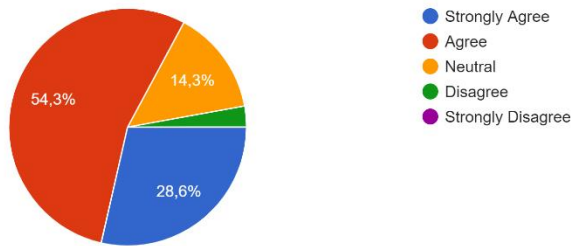
9. This quillbot application ensures that checking grammar is free from grammatical errors.

35 jawaban



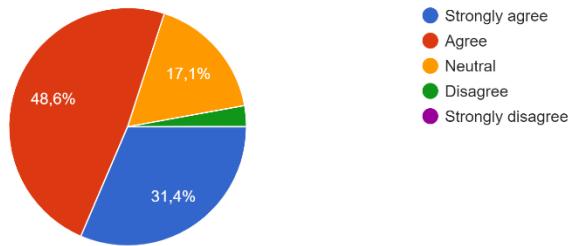
10. By using Quillbot, I can find out my grammar mistakes.

35 jawaban



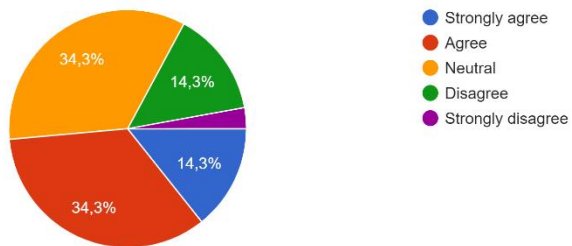
11. Quillbot has helped me to improve my confidence in submitting my assessment.

35 jawaban



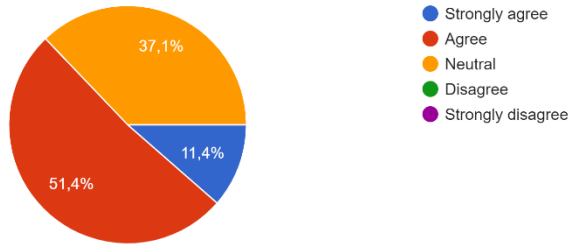
12. Using Quillbot is easier to check my grammar than other software like grammarly

35 jawaban



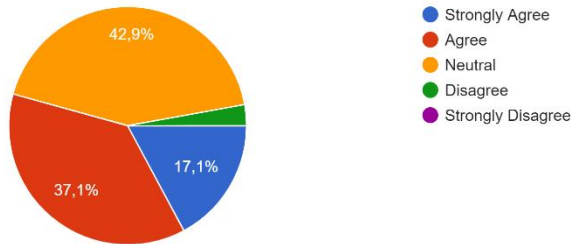
13. I felt confident using QuillBot to improve my spelling skill in writing

35 jawaban



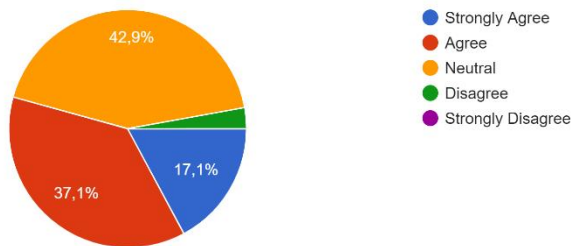
14. Quillbot is very accurate, detailed, and precise in identifying spelling errors

35 jawaban



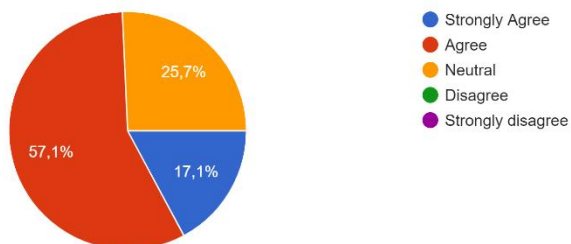
14. Quillbot is very accurate, detailed, and precise in identifying spelling errors

35 jawaban



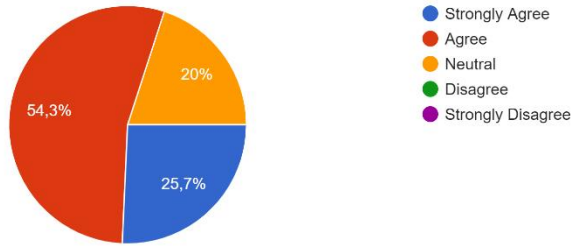
15. Quillbot allows me to enhance my spelling.

35 jawaban



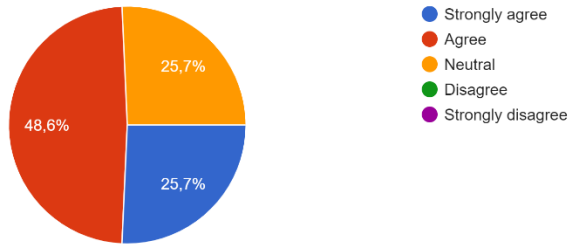
16. Quillbot really helps me to correct spelling error.

35 jawaban



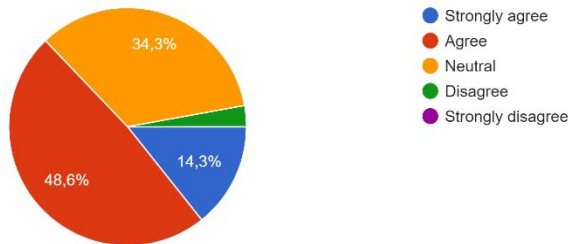
17. Quillbot can help to reduce my spelling and punctuation errors in my writing than other software like peer correction.

35 jawaban



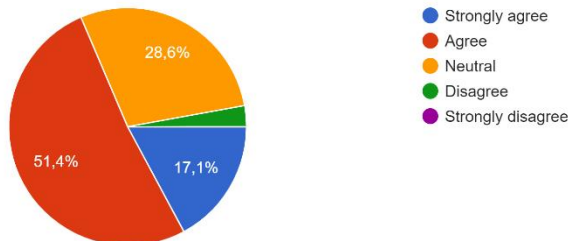
18. Using QuillBot help me to increase my vocabulary than other method of correcting.

35 jawaban



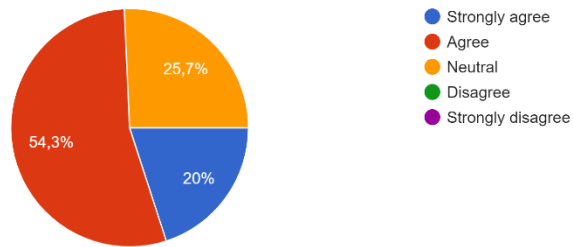
19. I can widen my knowledge of synonyms while using Quillbot.

35 jawaban



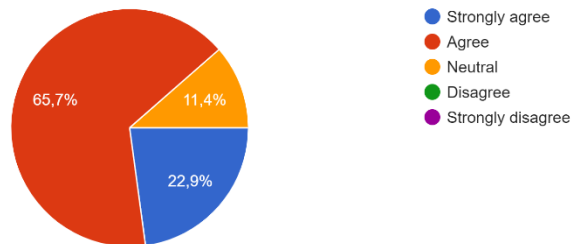
20. Quillbot allows me to use vocabulary more flexibly.

35 jawaban



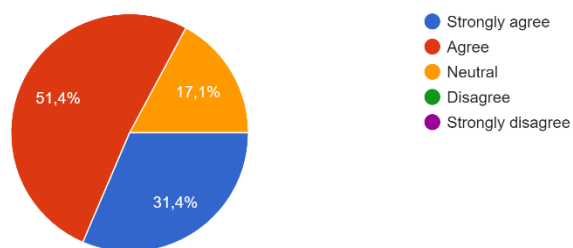
21. Using QuillBot helps me to use proper vocabulary for paraphrasing my writing.

35 jawaban



22. QuillBot made me feel satisfied when I compared paraphrased text with the original text.

35 jawaban



Appendix VI Results of questionnaires

No	Statements	SA	A	N	D	SD
1.	I always use quillbot to help me with my assignments, especially writing assignment.	20% (7)	51.4% (18)	25.7% (9)	0%	2.9% (1)
2.	There are many features in QuillBot that are very useful for improving my writing skill.	25.7% (9)	60% (21)	14.3% (5)	0%	0%
3.	Quillbot helps me to improve my writing skills and knowledge.	25.7% (9)	51.4% (18)	20% (7)	2.9% (1)	0%
4.	Quillbot is more convenient to use than similar websites.	20% (7)	48.6% (17)	31.4% (11)	0%	0%
5.	It is very easy to use or apply Quillbot	40% (14)	57.1% (20)	2.9% (1)	0%	0%
6.	I can easily know my writing after using Quillbot.	25.7% (9)	54.3% (19)	20% (7)	0%	0%
7.	Using QuillBot helps me to improve my grammar skill.	11.4% (4)	42.9% (15)	40% (14)	5.7% (2)	0%
8.	Quillbot provides a solution by helping check grammar.	34.3% (12)	45.7% (16)	20% (7)	0%	0%
9.	This quillbot application ensures that checking grammar is free from	22.9% (8)	54.3% (19)	17.1% (6)	5.7% (2)	0%

	grammatical errors.					
10.	By using Quillbot, I can find out my grammar mistakes.	28.6% (10)	54.3% (19)	14.3% (5)	2.9% (1)	0%
11.	Quillbot has helped me to improve my confidence in submitting my assessment.	31.4% (11)	48.6% (17)	17.1% (6)	2.9% (1)	0%
12.	Using Quillbot is easier to check my grammar than other software like grammarly	14.3% (5)	34.3% (12)	34.3% (12)	14.3% (5)	2.9% (1)
13.	I felt confident using QuillBot to improve my spelling skill in writing	11.4% (4)	51.4% (18)	37.1% (13)	0%	0%
14.	Quillbot is very accurate, detailed, and precise in identifying spelling errors	17.1% (6)	37.1% (13)	42.9% (15)	2.9% (1)	0%
15.	Quillbot allows me to enhance my spelling.	17.1% (6)	57.1% (20)	25.7% (9)	0%	0%
16.	Quillbot really helps me to correct spelling error.	25.7% (9)	54.3% (19)	20% (7)	0%	0%
17.	Quillbot can help to reduce my spelling and punctuation errors in my writing than other software like peer correction.	25.7% (9)	48.6% (17)	25.7% (9)	0%	0%

18.	Using QuillBot help me to increase my vocabulary than other method of correcting.	14.3% (5)	48.6% (17)	34.3% (12)	2.9% (1)	0%
19.	I can widen my knowledge of synonyms while using Quillbot.	17.1% (6)	51.4% (18)	28.6% (10)	2.9% (1)	0%
20.	Quillbot allows me to use vocabulary more flexibly.	20% (7)	54.3% (19)	25.7% (9)	0%	0%
21.	Using QuillBot helps me to use proper vocabulary for paraphrasing my writing.	22.9% (8)	65.7% (23)	11.4% (4)	0%	0%
22.	QuillBot made me feel satisfied when I compared paraphrased text with the original text.	31.4% (11)	51.4% (18)	17.1% (6)	0%	0%

Appendix VII Transcript of Interview

Quillbot Usage in Writing	
Researcher (R)	How often do you use Quillbot?
Participant (S1)	I often use Quillbot, so when I have difficulty in writing when there are many assignments, especially writing assignments like the example Now it's not possible to directly take quotes from people, usually I use Quillbot when I'm really stuck and can't paraphrase manually, when I can't paraphrase with my brain. If it's urgent, I use Quillbot but if I can do it by myself, I use paraphrase. But, I often because there are quite a lot of assignments lately, especially writing assignments.
Participant (S2)	Quillbot is used quite often in writing when there is an assignment to make an article or journal, often using Quillbot because its features help to write.
Participant (S3)	I often use Quillbot since the third of semester, every assignment always uses Quillbot such as writing and others
Researcher (R)	What kind of tasks often use Quillbot?
Participant (S1)	The assignment I use Quillbot for most often is my thesis. Quillbot helps check spelling and grammar errors, as well as provide better alternative words, besides that, when I use excerpt from others I use Quillbot to avoid plagiarism.
Participant (S2)	I often use Quillbot for essay or paper assignments. Usually, I utilize Quillbot for paraphrasing when I have to re-explain information from a source, so that it doesn't seem like plagiarism but still retains the original meaning. I also use it during academic writing lessons to correct grammar
Participant (S3)	Quillbot is very useful for research or journal assignments. I often use it to check grammar and improve sentence structure to make my writing more academic and easy to understand.
Researcher (R)	what is your opinion on the use of Quillbot in the process of writing?
Participant (S1)	Helpful because we are given options, we know better if this is wrong or the right one is like this. So, my opinion is useful for me as a student, especially with various writing. Quillbot is very useful because it increases my knowledge. I know what's right, I usually often make paraphrases so different words but this has the same meaning. My opinion is very useful for my life as a student to help me complete my assignments.
Participant (S2)	It is very useful and helps me when doing assignments, as explained earlier, there are many features that are good to use and very easy, such as grammar, paraphrase, and there is also a Quillbot flow feature where we can ask Quillbot for help to straighten what we write or provide paragraph ideas.

Participant (S3)	Quillbot helps me with my assignments such as the paraphrase feature, translator and other features too.
Researcher (R)	Do you always receive the results every time you use Quillbot?
Participant (S1)	I often opt for some of the suggestions, but also keep some parts of my original Not always. Sometimes I feel that Quillbot's output is too formal or doesn't suit my writing style, so writing.
Participant (S2)	Not all of Quillbot's results are acceptable to me. A few times I felt that Quillbot changed the meaning of the whole sentence, especially when paraphrasing. I usually double-check and adjust to keep it in line with what I want to say.
Participant (S3)	I mostly accept Quillbot's results, but there are times when I change back some of the suggested words or sentence structures because they feel unnatural or too rigid. So, I still make adjustments to keep my writing sounding more personal.
The Strengths and Weakness of Using Quillbot	
Researcher (R)	What are the strengths and weaknesses of utilizing Quillbot in your academic writing?
Participant (S1)	Yes, there must be because in this world there must be advantages and disadvantages, including in this context Quillbot that I use to help me write. Firstly, the advantages are more effective and efficient, we don't waste much time. Quillbot is a technology, so we just input our words, and we already get the answer we want. We can find out in less time. If we are urgent and the task has a dateline, it can help me, of course using quillbot can increase my knowledge. Then for the disadvantages, our thinking process is reduced because we are utilizing technology, so we think it's okay, it should be okay if there is no application, we can rely on our abilities and our brains will be more active and work fully. Yes, the disadvantage is that we cannot sharpen the brain because we choose to do tasks instantly.
Participant (S2)	There are many advantages, including Quillbot flow that helps, we can also create files, for example when we write an article then we want to write again, there can be its own file. In addition to adding paragraphs there are also keywords so that our writing does not go anywhere. There is also a translator, different from Google Translate; Quillbot is better at using language. Then there is also a summarizer when our writing is too much can be summarized and there are also settings such as short, medium and long. There is also an AI detector, paraphraser is also good especially if you use premium we can use many features there are standard, fluency, natural, formal to custom according to our writing

	needs. For its shortcomings in the citation generator feature, there we can look for references such as Google Chrome when in Quillbot, it is a bit difficult and challenging to prove right or wrong.
Participant (S3)	The advantage is that I can know what is wrong and what is right in terms of grammar. The disadvantage is that some Quillbot features are paid, so what we use in Quillbot is limited compared to the free one.
Improve Grammar in Writing	
Researcher (R)	How does Quillbot contribute to improving your grammar through the use of grammar checker in writing skills?
Participant (S1)	It helps me, for example, if I use my own words and it turns out to be a lot, after I correct it in the grammar checker, the mistakes become less, so it can help me. In addition, with this grammar checker I can increase my grammar knowledge when there are wrong sentences. Quillbot really contributes in terms of correcting grammar and growing knowledge about grammar.
Participant (S2)	It is beneficial, when we want to correct our writing, we use the free one which corrects dots, writing and grammar while the premium one is more complete and broader. From Quillbot, I can also learn a lot about grammar when my grammar is wrong and corrected by Quillbot. And in my opinion quillbot when compared to other applications such as Grammarly can both help, it's just that quillbot has more features and is more colorful when something is wrong.
Participant (S3)	Using Quillbot can find out what is wrong with our grammar because sometimes our own translation and Google translate are different, besides that our grammar knowledge increases but not too significantly.
Researcher (R)	What kind of grammar that often appears when you check grammar?
Participant (S1)	In Quillbot, a common mistake is the inconsistent use of tenses. For example, I often make the mistake of mixing past tense and present tense in one sentence, and Quillbot helps correct it.
Participant (S2)	Usually what Quillbot often corrects is the use of verbs and subjects that don't match, especially on subject-verb agreement. For example, when the subject is singular, I sometimes incorrectly use plural verbs, and that is often corrected by Quillbot.
Participant (S3)	Quillbot often flags errors in the use of articles such as 'a', 'an', or 'the'. In addition, errors in the choice of prepositions, such as 'in' or 'on', also appear frequently and Quillbot helps me find the correct prepositions.
Improve Spelling in Writing	

Researcher (R)	How does Quillbot contribute to improving your spelling through the use of grammar checker in writing skills?
Participant (S1)	It can help me because sometimes we don't know even though we have studied for a long time, sometimes one or two words are still wrong, it turns out that two letters are missing. Even though I thought the writing was correct, it turned out that the writing was wrong, so the use of quillbot contributed and helped correct every word that turned out to be wrong spelling. So, after using grammar checker it can increase my spelling knowledge.
Participant (S2)	Quillbot can help increase my knowledge about spelling that I don't know, there are some words that are lacking alphabetically then corrected by Quillbot from there I can know my mistakes.
Participant (S3)	Quillbot helps me correct spelling and also increases my knowledge about spelling. When I make a mistake, I can find out the spelling that I might not have known before. This can improve my writing skills.
Improve Vocabulary in Writing	
Researcher (R)	How does Quillbot contribute to improving your vocabulary through the use of paraphrasing in writing skills?
Participant (S1)	Yes, it can increase new vocabulary. Because in Quillbot we use paraphrase and usually use synonyms, I can increase my vocab a lot when using Quillbot. It turns out that this word is the same as this so it can increase my knowledge. Enough contribution for my vocab.
Participant (S2)	Very helpful, especially in using paraphrase because there are many features in paraphrase. There are 10 modes that users can use, from standard to custom. From there the vocabulary adjusts to the level, if the user uses formal mode then one paragraph uses formal language. This makes me know a lot of vocab.
Participant (S3)	This is very significant, it can really help me and increase my vocab. vocab that we never knew because of using Quillbot we can know, such as in the paraphrase feature a substitute for the original word we used.
Researcher (R)	What kind of vocab do you get from Quillbot?
Participant (S1)	Quillbot often gives me more diverse and formal synonyms for the simple words I use. For example, when I write "important" Quillbot suggests words like "crucial" or "significant" which makes my writing sound better.
Participant (S2)	What I get most often from Quillbot is a variety of synonyms for words that I often repeat, such as "good" which is replaced with "excellent" or "beneficial" Quillbot also often changes my sentence structure to make it more various and less monotone.

Participant (S3)	From Quillbot, I often get synonym suggestions that help me enrich my vocabulary. In addition, Quillbot also helps improve the structure of sentences that are too long by breaking them down into shorter, clearer sentences.
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Appendix VIII Thesis Consultation

LEMBAR BIMBINGAN PROPOSAL
SKRIPSI

Nama : Tiffany Fadella Heryati
NIM : 200107110059
Judul : Exploring Students' Perception in Using Quillbot As an Artificial Intelligence in Writing Skills
Dosen Pembimbing : Nur Fitria Anggrisia, M.Pd.

No.	Tanggal/Bulan/Tahun	Materi Bimbingan	Tanda Tangan
1.	27 Desember 2023	Konsultasi Judul	
2.	9 Januari 2024	Konsultasi Bab 1	
3.	19 Maret 2024	Penyerahan Revisi Bab 1 dan konsultasi Bab 2 dan 3	
4.	27 April 2024	Penyerahan Revisi proposal	
5.	23 April 2024	Revisi proposal	
6.	25 April 2024	Final Draft	
7.	4 Juli 2024	Revisi sempro dan pengajuan instrumen	
8.	27 Agustus 2024	Konsultasi bab 4 dan 5	
9.	19 September 2024	Penyerahan revisi bab 4 dan 5	
10.	1 Oktober 2024	Penyerahan revisi bab 4	
11.	16 Oktober 2024	Final draft	

Mahasiswa,



Tiffany Fadella Heryati

NIM. 200107110059

Malang, 17 Oktober 2024
Mengetahui,
Dosen Pembimbing,



Nur Fitria Anggrisia, M.Pd.

NIP. 198909012023212042

Appendix IX Documentation of Interviews



Appendix X

CURRICULUM VITAE



Name : Tiffany Fadella Heryati
Place and Date of Birth : Situbondo, 15 Mei 2001
Gender : Female
Religion : Islam
Faculty : Faculty of Education and Teacher Training
Department : English Education
University : UIN Maulana Malik Ibrahim Malang
Address : RT.02/RW.02, Desa Gudang, Kecamatan Asembagus,
Kabupaten Situbondo, Jawa Timur
Email : tiffany.fadella@gmail.com
Phone Number : 085333544889

Educational Background

- | | |
|-------------------------------------|-----------|
| 1. TK Darmawanita | 2006-2008 |
| 2. SDN 1 Gudang | 2008-2014 |
| 3. SMPN 1 Asembagus | 2014-2017 |
| 4. SMA Nurul Jadid | 2017-2020 |
| 5. UIN Maulana Malik Ibrahim Malang | 2020-2024 |