EFL STUDENTS PERCEPTION AND SATISFACTION TOWARDS THE USE OF QUILLBOT AS TOOL IN THESIS WRITING

THESIS

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THESIS

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2025

APPROVAL SHEET

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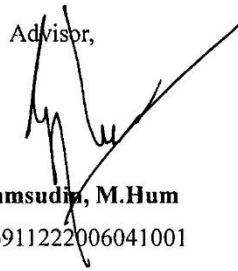
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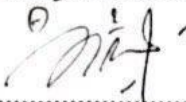
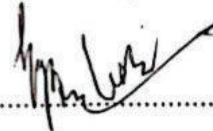| The Board of Examiners,		Signature,
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Declare that   :

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Malang, 07 Juni 2025

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THE OFFICIAL ADVISORS' NOTE

Page : Thesis of Zainuddin Ziddan Alfarizy   Malang, May 14th, 2025

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The Honorable,

To the Dean of Faculty of Tarbiyah and Teacher Training

Maulana Malik Ibrahim State Islamic University of Malang

In Malang

Assalamu'alaikum Wr. Wb.

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

Name	:	Zainuddin Ziddan Alfarizy
Student ID Number	:	200107110043
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Thesis	:	Efl Students Perception And Satisfaction Towards The Use Of Quillbot As Tool In Thesis writing

Therefore, we believe that the thesis of Zainuddin Ziddan Alfarizy has been approved by the advisor for the futher approval by the board of examiners.

Wassalamu'alaikum Wr. Wb

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Malang, May 14th, 2025

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APPROVAL

This is to certify that thesis of Zainuddin Ziddan Alfarizy has been approved by the advisors for the further approval by the board examiners.

Malang, May 14th, 2025

Advisor,

<u>Dr. Syamsudin, M.Hum</u>
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MOTTO

I'm bad when it comes to mottos, but I just want to say whatever path you choose, fight and pray for it.

DEDICATION

With all my love and gratitude, I dedicate this thesis to the four angels in my life

my dearest father, mother, and my two amazing sisters.

To my father, Sholikin Arif Syarif Hidayatullah

Thank you for every silent sacrifice, every long day of work, and every drop of

sweat you never once complained about. Your strength, patience, and quiet

resilience have shaped the way I see the world. You've shown me what it means

to work hard, to keep going, and to do it all with sincerity.

To my mother, Enik Sufiati

Thank you for being the heart of our home for the prayers you whisper when no

one is watching, for the love you give so freely, and for always being there, even

when I didn't know I needed you. Your embrace is where I feel most at peace.

To my sisters, Siti Waliatur Rahma and Erni Rosita Dewi

You've been my protectors, my cheerleaders, and my safe place. Thank you for

the laughs, the advice, the reminders to take care of myself, and the quiet ways

you've always supported me. From you, I've learned strength, selflessness, and

what it truly means to show up for someone without needing to be asked.

This achievement is not mine alone it belongs to all of you. Every step I've taken

was made possible by your love, your sacrifices, and your unwavering belief in

me. I hope this small success brings joy to your hearts, just as your presence has

brought strength to mine.

ACKNOWLEDGMENT

With heartfelt praise and deep gratitude to the presence of Allah SWT, whose endless grace and blessings have allowed me to complete this research. Every step of this journey has been possible only through His divine guidance and mercy.

Peace and blessings be upon our beloved Prophet Muhammad SAW, whose wisdom and example continue to inspire us in this era of knowledge and learning. His life remains a guiding light for all of humanity.

This thesis would not have been possible without the support and encouragement of many individuals. Their energy, ideas, and guidance—both throughout my academic journey and during the writing of this thesis—have been invaluable. I am sincerely thankful to everyone who has played a part in helping me complete this work.

On this occasion the author would also like to thank:

1. My beloved parents, Mr. Sholikin Arif Syarif Hidayatullah and Mrs. Enik Sufiati who always support me physically and mentally and never forget to pray for me.
2. My two older sisters, Siti Waliatur Rahmah and Erni Rosita Dewi who always listened to all the complaints I experienced while working on this thesis.
3. Prof. Dr. K.H. Asep Saifuddin Chalim, M.A. as caregivers of PP. Amanatul Ummah who do not forget to pray for their students.
4. Prof. Dr. H. M. Zainuddin, M.A, as the Rector of Maulana Malik Ibrahim State Islamic University Malang.

I would like to extend my sincere appreciation to everyone who, in any form whether seen or unseen has supported me throughout the process of completing this thesis. Though I cannot mention each person by name, please know that your kindness, encouragement, and contributions have not gone unnoticed. May Allah SWT reward you abundantly for every effort and good intention.

I am fully aware that this thesis may still contain flaws and imperfections, as it was completed within the bounds of my own limitations. For that, I ask for your understanding and humbly apologize for any shortcomings. I warmly welcome any suggestions or constructive criticism that can help improve this work.

In the end, I truly hope this thesis will provide value and insight to all who take the time to read it.

Malang, 14 May 2025

The Researcher

Zainuddin Ziddan Alfarizy

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs 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, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

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

B. Long Vocal

Long Vocal (a)	= âa
Long Vocal (i)	= î
Long Vocal (u)	= ˆu

C. Dipthong Vocal

أَو	= aw
أَي	= ay
أُو	= ˇu
إِي	= î

ABSTRACT

Alfarizy, Zainuddin Ziddan. 2025. EFL Students Perception and Satisfaction Towards the Use of QuillBot as a Tool in Thesis writing. Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. Syamsudin, M.Hum

This study investigated the perceptions and satisfaction of EFL (English as a Foreign Language) students regarding the use of QuillBot, an AI-based writing tool, in their thesis writing. Using a qualitative descriptive method, data were collected from 30 final-semester students of the English Education Study Program at a university in Malang through a questionnaire based on the Technology Acceptance Model (TAM) and interviews with 3 randomly selected students. The findings showed that most students found QuillBot useful in improving the quality of their academic writing. QuillBot helped them generate ideas, provide alternatives for paraphrasing sentences, improve sentence structure, and correct grammar, thus making the thesis writing process more efficient. Students also reported ease of use and high satisfaction. However, concerns were also raised about over-reliance on this tool. Overall, QuillBot was considered a useful tool as long as it is used wisely and does not replace critical thinking.

ABSTRAK

Alfarizy, Zainuddin Ziddan. 2025. EFL Students Perception and Satisfaction Towards the Use of QuillBot as a Tool in Thesis writing. Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. Syamsudin, M.Hum

Kata Kunci: QuillBot, penulisan akademik, penulisan tesis, persepsi mahasiswa EFL, parafrase, TAM, teknologi pendidikan.

Penelitian ini menyelidiki persepsi dan kepuasan mahasiswa EFL (English as a Foreign Language) terhadap penggunaan QuillBot, sebuah alat bantu penulisan berbasis AI, dalam penulisan skripsi mereka. Dengan menggunakan metode deskriptif kualitatif, data dikumpulkan dari 30 mahasiswa semester akhir Program Studi Pendidikan Bahasa Inggris di salah satu universitas di Malang melalui kuesioner yang mengacu pada Technology Acceptance Model (TAM) dan wawancara dengan 3 mahasiswa yang dipilih secara acak. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa merasa QuillBot bermanfaat dalam meningkatkan kualitas tulisan akademik mereka. QuillBot membantu mereka dalam menghasilkan ide, memberikan alternatif untuk parafrase kalimat, memperbaiki struktur kalimat, dan memperbaiki tata bahasa, sehingga membuat proses penulisan skripsi menjadi lebih efisien. Mahasiswa juga melaporkan kemudahan penggunaan dan tingkat kepuasan yang tinggi. Namun, terdapat pula kekhawatiran terkait ketergantungan berlebihan pada alat ini. Secara keseluruhan, QuillBot dianggap sebagai alat yang berguna selama digunakan secara bijak dan tidak menggantikan pemikiran kritis.

الملخص

الفاريزي، زين الدين زيدان. ٢٠٢٥. إدراك طلاب اللغة الإنجليزية كلغة أجنبية ورضاهم عن استخدام QuillBot كأداة في كتابة الرسائل العلمية. رسالة، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج.

المشرف: د. شمس الدين، م. هم.

الكلمات المفتاحية: QuillBot، تصورات طلاب اللغة الإنجليزية، كتابة الأطروحات، الكتابة الأكاديمية، إعادة الصياغة، كلغة أجنبية TAM، التكنولوجيا التعليمية،

بحثت هذه الدراسة في تصورات ورضا طلاب اللغة الإنجليزية كلغة أجنبية (EFL) تجاه استخدام QuillBot، وهي أداة مساعدة في الكتابة تعتمد على الذكاء الاصطناعي، في كتابة أطروحاتهم. باستخدام طريقة وصفية نوعية، تم جمع البيانات من 30 طالبًا في الفصل الدراسي النهائي لبرنامج دراسة تعليم اللغة الإنجليزية في جامعة في مالانج من خلال استبيان يشير إلى نموذج قبول التكنولوجيا (TAM) ومقابلات مع 3 طلاب تم اختيارهم عشوائيًا. أظهرت النتائج أن معظم الطلاب وجدوا QuillBot مفيدًا في تحسين جودة كتاباتهم الأكاديمية. ساعدهم على توليد الأفكار، وتوفير بدائل لإعادة صياغة الجمل، QuillBot وتحسين بنية الجمل، وتحسين القواعد، مما جعل عملية كتابة الأطروحة أكثر كفاءة. كما أبلغ الطلاب عن سهولة الاستخدام ومستويات عالية من الرضا. ومع ذلك، كانت هناك مخاوف بشأن الاعتماد المفرط على الأداة. بشكل عام، تم اعتبار QuillBot أداة مفيدة طالما تم استخدامها بحكمة ولم تحل محل التفكير النقدي.

TABLE OF CONTENT

LIST OF PICTURE

LIST OF TABLE

LIST OF APPENDIX

Appendix I Instrument of Questionaire

Appendix II Instrument of Interview

Appendix III Results of questionnaire

Appendix IV Results of questionnaire

Appendix V Transcript of interview

Appendix VI Documentation of interviews

Appendix VII Curriculum Vitae

CHAPTER I

INTRODUCTION

In this chapter, the researcher discuss about the background of the study, the research questions, the objective of the study, the significance of the study, the limitations of the study, and the definition of key terms.

1.1 Background of the Study

Writing skill is one of the basic skills in English that is very important in the world of education, especially for students in the English Education department. As one of the four language skills (listening, speaking, reading, and writing), writing plays an important role as a medium in conveying ideas and information in writing in a structured and clear way. Writing is a productive talent that unlike speaking; nonetheless, writing may be used as a media of communication (Toyibah, 2024).

The notion that writing can be a medium for conveying information is in line with Allah's words in the Al-Quran letter Al-Alaq Verse 4-5:

الَّذِيْ عَلَّمَ بِالْقَلَمِ , عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

(He) who teaches (man) by means of the qalam, teaching man what he does not know. (Al-Alaq: 4-5)

Based on the verse above, there is a fragment of the word "qalam" in Arabic which means pen, it can be concluded that the pen is an important thing in writing to convey knowledge or information. In this era, it is not only pens that can be used for writing, but also computers and typewriters. Writers must use pens or computers to express themselves, spend time thinking about

how to develop their ideas, and examine if the written language is exact, acceptable, and logical (Toyibah, 2024).

Apart from the quote from the Quran above, writing is one of the things problem for students, especially for EFL students, where they have to translate their writing into a foreign language without reducing the essence or meaning of what they want to convey through writing. Because of their unfamiliarity with the language they are studying, EFL students frequently commit inadvertent writing errors such as spelling, grammar, and punctuation (Amanda et al., 2023). From this difficulty, a lot of writing tool have emerged which have been developed to help students improve the quality of their writing in the form of technology whether in the form of websites or applications.

Rapidly technology is develop and creating systems that are augmented with human imitation intelligence, commonly known as artificial intelligence (AI) which offers various tools that can help human work processes, one of which is writing process. AI-powered writing tools have become significant assets, providing creative ways to improve writing's effectiveness, accuracy, and general quality (Bareq Raad Raheem et al., 2023).

One tool that is becoming increasingly popular among students is QuillBot, it's an AI-based writing tool designed to help improve the quality of writing by improving grammar, developing ideas, and minimizing plagiarism. QuillBot allows users to change words in a text without changing the meaning, resulting in better and more structured writing. QuillBot is one of

the most popular free online writing tools, which uses Artificial Intelligence (AI) to recommend writers to improve their writing quality (Xuyen, 2023).

In the context of education, the use of AI tools such as QuillBot is still debatable, indirectly it makes things easier and makes users feel that it is being made easier so that they will rely on the tool continuously thus creating dependency. Some argue that the use of these tools can help students in composing better writing, especially for those who lack confidence in their writing skills. However, there are also concerns that the reliance on such tools may reduce students' critical thinking and creativity in writing.

In recent years, research on integrating QuillBot in writing has been conducted several times. Mohammad et al. (2024) examined the effectiveness of using QuillBot in improving students' paraphrasing skills based on teacher perceptions. The study found that QuillBot is considered effective in enhancing students' paraphrasing abilities, making it a valuable tool in writing instruction. The second study, conducted by Gurbuz (2024), explored the impact of QuillBot as an automated writing evaluation (AWE) tool on EFL students. The findings revealed that QuillBot had a positive impact on the experimental group, particularly in terms of paraphrasing, grammar, and writing organization, with participants expressing a positive perception of the tool. The third study, conducted by Latifah et al. (2024), was a systematic literature review on the use of QuillBot in academic writing, providing an in-depth analysis of existing research on its application in various academic contexts. Next, Kim (2023) investigated the effect of using QuillBot on the quality of EFL college students' writing. The study concluded that QuillBot

3

significantly improves syntactic complexity, lexical richness, and readability in students' writing. Lastly, the study by Bareq Raad Raheem et al. (2023) examined the broader impact of AI on English academic writing, focusing on three AI tools: QuillBot, Grammarly, and ChatGPT. The research highlighted the significant role of these tools in enhancing academic writing productivity and quality while also addressing potential ethical considerations.

With the increasing interest in AI-based writing aids, there is still a considerable gap in our understanding of student perceptions of QuillBot, in particular. While previous research has investigated important aspects of AI integration, particularly in QuillBot, such as effectiveness, impact, comparison of AI-based writing aids, teacher perceptions, this study focuses on EFL students' perceptions and satisfaction with QuillBot as an AI-based writing aid for thesis writing.

As a differentiator from previous research, this study has several differences, including researcher using the Technology Acceptance Model (TAM) framework by Davis, which explores understanding how students perceive and accept technology, which in previous studies was still rare in its use. The next difference is the selection of context; this study focuses on thesis writing, and certainly the participants are final semester students who have mastered certain domains such as research methodology knowledge and academic writing, which are needed in the thesis writing process.

Furthermore, there are two populations, namely the 2020 and 2021 class students, although there are two populations, both are homogeneous where the two populations have the same conditions, namely in the thesis writing

phase and have passed methodology classes as well as academic writing which is useful as a provision for them in writing their thesis. the selection of these two populations was carried out to expand the range of participants who used quillbot as a tool for their thesis.

As a result, the purpose of this study is to fill an empty spot in the literature by performing a thorough examination into EFL students' perceptions and satisfaction through using QuillBot in their thesis writing process. With the increasing use of AI tools in academic processes, it is important to explore the extent to which students feel these tools help or hinder their ability to write independently. This understanding will provide deeper insight into the impact of AI on education, especially in students writing skills area.

1.2 Research Question

Based on the background of the study, this study aims to:

1. How do EFL students perception on the use of QuillBot as a tool for assisting in thesis writing?

2. How satisfied are EFL students with QuillBot as a tool for assisting in thesis writing?

1.3 Objectives of the Study

Based on the research questions, this study aims to:

1. To explore EFL students' perceptions of using QuillBot as a tool to assist in thesis writing.

2. To determine EFL students' satisfaction with using QuillBot as a tool to assist in thesis writing.

1.4 Significance of the Study

The findings are expected to make an important contribution to students, lecturers, and future researchers, both theoretically and practically.

1. For student, this study gives information about using QuillBot as a writing helper tool in writing. It also presents students' perception and satisfaction with its use; additionally, this study covers the experience of final-year students writing a thesis using this tool.

2. For lecturer, this study is useful in providing information about students' perception and satisfaction in using QuillBot as a tool to help them write. In addition, it's expected to contribute in the lecturer policies related to the use of AI tools in education, as well as provide recommendations for students in using QuillBot wisely and effectively.

3. Future Research

   This research may be useful as a reference for people interested in related subjects for future studies.

1.5 Limitation of the Study

This study has several limitations. First, the research is based on a limited sample, which may restrict the generalizability of the findings to a larger population. The sample consists of English Education students from University X in Malang, specifically those from the 2020 and 2021 cohorts who have experience in writing a thesis. Additionally, the study relies on self-reported data, which may be subject to biases such as social desirability bias or perception bias. Furthermore, due to the rapid evolution of AI technology,

new features and advancements may emerge over time, potentially influencing user perceptions and experiences.

1.6 Definition of Key Terms

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

a. **QuillBot**

An AI-powered online writing tool that refers to tools that use artificial intelligence technologies to assist with a variety of writing tasks and improve writing clarity and professionalism. It has two version included free version and premium version, here the researcher will use the free version.

b. **Student Perception**

Student perception refers to the way students perceive, feel, experience and respond to various aspects of their educational experience, usually after they have done something. In this case, it is the perception of EFL students regarding the use of QuillBot as a tool to help thesis writing.

c. **Student Satisfaction**

Assessment of each individual on how far the user feels satisfied using a service. In this research, the subject of user satisfaction is EFL students who use QuillBot as a tool to help thesis writing.

d. **Thesis Writing**

A writing scientific work that is compiled as part of the requirements to obtain an academic degree as a representation of the research

conducted by the author and reflects a deep understanding of the chosen topic.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses the theoretical framework and the previous studies related to this research. Including writing, QuillBot, perception, satisfaction, and previous study.

2.1 Writing

Apart from being a means of communication, writing also serves as a tool for reflecting on thoughts and deepening understanding of a particular topic. Through the writing process, writers can explore their ideas, organize their thoughts, and identify gaps in their understanding. This makes writing a highly valuable tool in learning and intellectual development.

In the context of learning English as a foreign language (EFL), writing skills present unique challenges for students. They must not only understand complex English grammar and structures but also be able to express ideas clearly and coherently (Hyland, 2004). Therefore, various support tools, including artificial intelligence (AI)-based technology such as QuillBot, are increasingly used to help students enhance the quality of their academic writing.

2.1.1 Academic Writing

Academic writing is a type of writing used in academic settings, characterized by the use of formal language, systematic structure, and logical, evidence-based arguments (Bailey, 2015). Academic writing includes various forms, such as essays, research reports, journal articles, and thesis.

For EFL students, writing in an academic context can be challenging as they must master various aspects, such as text cohesion and coherence, complex syntax, and the use of academic vocabulary (Feak, 2015) . To overcome these difficulties, many students utilize technology that supports academic writing, including AI-based writing tools like QuillBot. These technologies assist in paraphrasing, grammar correction, and structuring ideas more effectively.

Several studies have shown that AI-based tools positively impact students' academic writing skills, particularly in terms of paraphrasing, grammar checking, and writing coherence (Mohammad, 2024; Gurbuz, 2024). However, on the other hand, reliance on such tools may also pose challenges, such as reducing students' critical thinking and creativity in writing (Kim, 2023).

2.1.2 Thesis Writing

Thesis writing is the highest form of academic writing at the university level, aiming to develop students' critical thinking within a specific field of study. Writing a thesis requires skills in research, data analysis, and presenting strong arguments supported by valid evidence (Starfield & Paltridge, 2019).

For EFL students, writing a thesis in English is even more challenging than for native speakers. The difficulties commonly faced by EFL students in thesis writing include limited academic vocabulary, correct grammatical usage, and challenges in systematically organizing arguments (Amanda et al., 2023). Therefore, many students seek ways to

improve their writing quality, one of which is by using AI-based tools such as QuillBot.

QuillBot has been widely used by students in the thesis writing process, particularly in helping them enhance text readability, reduce grammatical errors, and simplify the paraphrasing process to avoid plagiarism (Latifah et al., 2024). However, there are concerns that the excessive use of this tool may lead to over-reliance and reduce students' independent writing skills. Thus, this study will explore how EFL students perceive and experience the benefits and challenges of using QuillBot in their thesis writing process.

2.2 QuillBot

QuillBot is an AI-powered web tool that can assist students analyse their writing by automating paraphrasing, grammatical checking, translation, plagiarism checking, summarising, and citation generating (Amanda et al., 2023). Apart from the many features it provides, QuillBot is better known as an online paraphrasing tool because the QuillBot paraphrasing feature is the one most often used by writers.

Furthermore, QuillBot not only used in the areas of writing in research and literature but its reach is wider. According to Xuyen (2023) QuillBot is popular among millions of users, including students, authors, bloggers, and businesspeople worldwide. It show that QuillBot is widely used by many people in a variety of focus areas, particularly by EFL students who believe that this tool is very useful for them in writing English.

2.2.1. Type of QuillBot

Quillbot has two types of versions: the premium version and the free version (Amanda et al., 2023). These two versions is different in the term of features offered. Moreover, the premium version is a paid version because the features offered are more while the free version has several limitations in the use of its features. The difference between the free and premium versions of QuillBot is shown in the image below.

Picture 2.1 Difference between QuillBot free and premium versions

Here the researcher choose QuillBot Free Version as the version object in this study due to its high accessibility for students, especially those who do not have the funds to subscribe to the premium version. With basic features such as paraphrasing, grammar checking, and synonym suggestions, the free version of QuillBot can still assist students in improving the quality of their academic writing, particularly in thesis writing. Additionally, this study aims to explore the extent to which the limitations of the free version affect user satisfaction whether students still find it helpful or experience difficulties in using it. Considering these factors, this research provides a more realistic overview of QuillBot's effectiveness in supporting EFL students' academic writing process.

2.2.2. Features of QuillBot Free Version

The free version of QuillBot only supports the Standard and Fluency writing styles and has a character limit of 125 for paraphrasing at the same time. There are also limitations on the synonym slider feature, freeze words, and on the number of words in the summarizer. Other features of the QuillBot free version include a grammar checker, AI detector, summarizer, translator, citation generator, and QuillBot flow. QuillBot free version is shown in the picture below

Picture 2.2 QuillBot Free Version
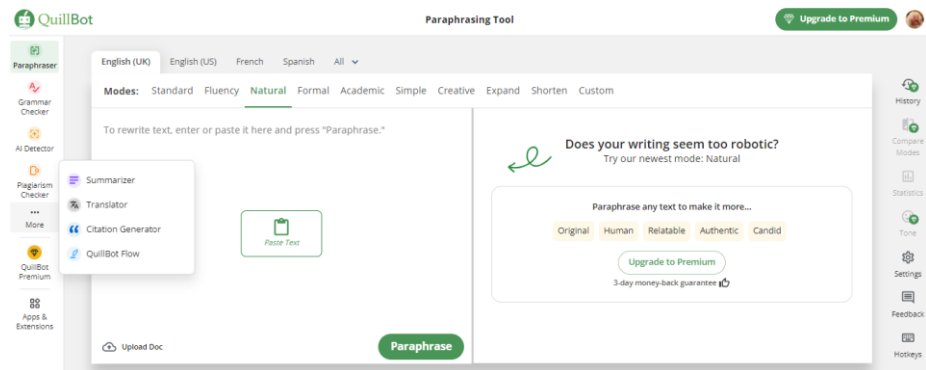
Moreover, the features and function features of the QuillBot free version are shown in table

Table 2.1 Features and function features of the QuillBot

No	Features	Function
1	Paraphraser	Changing words or sentences to convey information or ideas from the original source using different words and sentence structures.
2	Grammar Checker	All grammatical problems are highlighted and pointed out, with correction choices provided.
3	AI Detector	Checking the type of writing, whether it is written by AI or written by humans by giving a percentage.
4	Plagiarism Checker (Premium Version)	Checks whether any piece of the text did not correctly assign authorship to previously published information on

		the internet or in books, research papers, academic papers, or news sources.
5	Summarizer	Summarize a long text into a shorter one.
6	Translator	Translate words or text from the source language to the target language.
7	Citation Generator	Instantly create, edit, and save citations in over 1,000 different styles
8	QuillBot Flow (New Feature)	A full writing environment that incorporates all of QuillBot features into a one area, allows for direct file uploads to be processed and worked on in real time simultaneously.

2.2.3. Advantages and Disadvantages of QuillBot

2.2.3.1 Advantages of Quillbot

QuillBot offers several advantages that make it a popular tool among students, particularly EFL learners, in improving their academic writing.

1. **Enhances Writing Quality**

   QuillBot helps users refine their writing by improving grammar, sentence structure, and word choice. It provides

paraphrasing features that allow students to reword sentences while maintaining the original meaning, making their writing more professional and readable (Xuyen, 2023).

2. **Helps in Avoiding Plagiarism**

   One of the key benefits of QuillBot is its ability to assist students in avoiding plagiarism by offering alternative sentence structures and synonyms. This feature is crucial in academic writing, where originality and proper citation are essential (Latifah et al., 2024).

3. **User-Friendly and Accessible**

   QuillBot is easy to use and accessible to a wide range of students. The free version provides essential features such as paraphrasing and grammar checking, making it a convenient tool for those who cannot afford premium writing assistance (Mohammad et al., 2024).

2.2.3.1 Disadvantages of Quillbot

Despite its advantages, QuillBot also has several drawbacks that may affect its effectiveness in academic writing.

1. **Limited Features in the Free Version**

   While the free version of QuillBot provides useful features, it has significant limitations compared to the premium version. Users are restricted in the number of words they can paraphrase at once and have access to fewer writing

modes, which may limit their ability to fully enhance their writing (Kim, 2023).

2. **Over-Reliance on AI Assistance**
   Some students may become overly dependent on QuillBot, reducing their ability to develop independent writing skills. Excessive reliance on AI-generated paraphrasing and corrections can hinder students' critical thinking and creativity in writing (Gurbuz, 2024).

3. **Inaccuracy in Contextual Understanding**
   Although QuillBot is designed to improve writing quality, it sometimes fails to fully grasp the context of a sentence, leading to inaccurate paraphrasing or awkward word choices. This can result in unclear or unnatural writing, requiring further manual revision by the user (Bareq Raad Raheem et al., 2023).

By considering both the advantages and disadvantages of QuillBot, this study aims to explore students' perceptions and satisfaction regarding its use in thesis writing, particularly among EFL students.

2.3 Student Perception in Using QuillBot for Thesis Writing

Perception is a cognitive process influenced by sensory inputs, experiences, and personal interpretation. According to Démuth (2012), perception is based on the volume of sensory information that is processed through revealing and explaining available data. Furthermore, Soraya (2018) states that perception is a stimulus given meaning or significance by an

individual, shaped by their experiences. Similarly, Sarlito (1938) defines perception as a person's ability to organize observations, including the ability to differentiate, categorize, and focus on specific aspects.

A person can have different perceptions of the same object due to variations in value systems, experiences, and personality traits (Soraya, 2018). From these expert opinions, it can be concluded that perception is a subjective opinion formed through personal experiences, which may vary among individuals. In the context of this study, student perception refers to EFL students' views on using QuillBot as an AI-powered writing tool in their thesis-writing process.

2.3.1 Positive Perceptions of QuillBot

Many students perceive QuillBot as a valuable tool that enhances their writing quality, particularly in paraphrasing, grammar correction, and sentence restructuring. According to Mohammad (2024), QuillBot significantly improves students' paraphrasing skills, making it an essential tool in academic writing. Additionally, Gurbuz (2024) found that students appreciate QuillBot's ability to refine sentence structure, improve readability, and reduce grammatical errors. This suggests that students view QuillBot as an effective assistant in academic writing, especially for non-native English speakers.

2.3.2 Negative Perceptions of QuillBot

Despite its benefits, some students express concerns about over-reliance on QuillBot, which may hinder their ability to

develop independent writing skills. Kim (2023) highlighted that while QuillBot enhances lexical richness and syntactic complexity, it may also reduce students' critical thinking and originality in writing. Furthermore, Raheem et al. (2023) noted that some students feel AI-powered tools like QuillBot sometimes alter the meaning of their original text, leading to unintended misinterpretations.

2.3.3 The Role of Perception in Tool Adoption

Students' perceptions significantly influence their willingness to use and depend on QuillBot as a writing tool. Positive experiences encourage students to integrate QuillBot into their academic writing routines, while negative experiences may lead to skepticism about its effectiveness. Since perception is shaped by individual experiences (Soraya, 2018), it is crucial to understand how students view QuillBot in academic writing. This understanding helps educators assess the impact of AI-based writing tools on academic writing skills and determine the best way to integrate them into the learning process.

2.4 Student Satisfaction in Using QuillBot for Thesis Writing

Student satisfaction is a central concept in evaluating the effectiveness of technological tools in academic environments. Kotler and Keller (2009) define satisfaction as "a person's feeling of pleasure or disappointment resulting from comparing a product's perceived performance or outcome in relation to his or her expectations." Applied to the academic context, this

means students will feel satisfied when a learning or writing tool—such as QuillBot—meets or surpasses their expectations in facilitating academic tasks. Positive satisfaction can lead to greater acceptance, frequent use, and reliance on the tool in tasks like thesis writing, where language quality and clarity are paramount.

Other researchers have also emphasized the importance of satisfaction in educational settings. According to Oliver (1997), satisfaction is "the summary psychological state resulting when the emotion surrounding disconfirmed expectations is coupled with the consumer's prior feelings about the consumption experience." In this context, students' emotional responses—either of approval or dissatisfaction—are shaped not just by how well the tool performs, but by how the performance aligns with their anticipated outcomes. If QuillBot provides better paraphrasing, grammar corrections, and writing enhancements than expected, it contributes significantly to their positive emotional appraisal.

QuillBot offers various features that support students in the thesis writing process, such as paraphrasing tools, grammar suggestions, summarization, and vocabulary enhancement. These functions are particularly beneficial for students who struggle with academic writing or who are working in a second language. As argued by Weerasinghe and Fernando (2017), student satisfaction is influenced by both academic and support services, where technological support systems also play a significant role. When such tools are seen as reducing effort, enhancing learning, and promoting autonomy, they fulfill students' expectations and enhance their learning satisfaction.

Satisfaction in this case is also linked to theories such as the Technology Acceptance Model (TAM), where perceived usefulness and perceived ease of use are critical. Venkatesh and Davis (2000) emphasized that positive user experience with a technology tool contributes to users' behavioral intention to use it continuously. In the context of QuillBot, student satisfaction often derives from how easy it is to use the tool, how quickly it provides helpful results, and how relevant those results are to academic writing standards. When students find the tool accessible and its suggestions contextually appropriate, satisfaction increases.

However, satisfaction is not only a product of functionality but also of perceived trust and academic integrity. Students who use QuillBot responsibly as a support system rather than a shortcut tend to have a more positive experience. As noted by Elliott and Shin (2002), student satisfaction encompasses the students' subjective perception of the educational service, which includes the ethical and personal relevance of a tool. If students believe that the use of QuillBot still aligns with university standards and personal effort, it enhances their confidence and trust in the tool's legitimacy.

In the realm of educational measurement, levels of satisfaction refer to the degree or intensity of satisfaction felt by students, which can range from low, moderate, to high. According to Elliott and Shin (2002), satisfaction is a subjective perception that can be measured through students' evaluations of their experiences. For instance, students with a high level of satisfaction may find that QuillBot not only meets but exceeds their expectations by simplifying the revision process, enhancing academic vocabulary, and

offering structure suggestions. On the other hand, students who experience technical issues or feel the tool lacks context-awareness may report moderate or low levels of satisfaction. Measuring these levels helps educators and developers understand the extent of QuillBot's impact on academic writing experiences.

In summary, student satisfaction in using QuillBot as an academic tool is a complex and dynamic construct. It is shaped by students' expectations, the tool's performance, emotional responses, usability, ethical considerations, and institutional acceptance. Drawing from multiple theoretical perspectives and empirical definitions, satisfaction can be seen as both an outcome and a predictor of continued technology use in academic contexts. For students writing their theses, a satisfying experience with QuillBot can mean greater confidence, improved writing quality, and a sense of achievement in completing their academic responsibilities.

2.5 Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) by Davis (1989) provides a framework for understanding how students perceive and accept technology, highlighting two key elements: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). These two factors influence students' attitudes toward technology, their behavioral intentions, and ultimately their level of satisfaction in using it (Venkatesh & Davis, 2000). The TAM framework theory diagram is as follows

Picture 2. 3 Technology Acceptance Model (TAM) Model
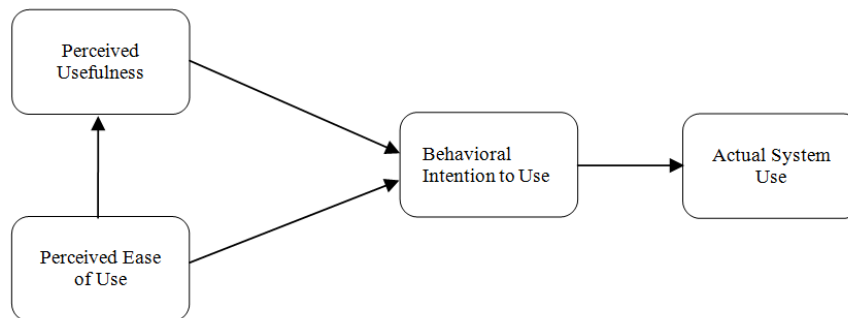
In the context of EFL (English as a Foreign Language) students using QuillBot for thesis writing, their satisfaction is shaped by how effectively the tool enhances their writing quality, simplifies the writing process, and aligns with their academic needs. In the context of this study, it focuses on how EFL students evaluate their experience with QuillBot as an AI-based writing tool in the thesis-writing process. Satisfaction is influenced by various factors, including perceived usefulness, ease of use, and overall effectiveness, which align with the Technology Acceptance Model (TAM) framework.

2.4.1. The Role of Perceived Usefulness (PU) in Student Satisfaction

Perceived usefulness refers to the extent to which students believe that using QuillBot improves their academic writing. Several studies have shown that AI-powered writing tools contribute significantly to students' writing performance (Kim, 2023; Mohammad et al., 2024). Some key advantages of QuillBot that contribute to student satisfaction include:

- **Enhancing Writing Quality:** QuillBot provides grammar and vocabulary suggestions, helping students refine their writing structure and coherence (Gurbuz, 2024).

- **Improving Paraphrasing Skills:** Many EFL students struggle with rewording ideas effectively. QuillBot offers an advanced paraphrasing feature that helps them avoid plagiarism while maintaining the original meaning (Latifah et al., 2024).

- **Increasing Writing Efficiency:** The tool speeds up the writing and revision process, allowing students to focus more on content development rather than language accuracy (Mohammad et al., 2024).

When students perceive QuillBot as useful in these areas, their satisfaction levels increase, making them more likely to integrate it into their thesis writing process.

2.4.2. The Role of Perceived Ease of Use (PEOU) in Student Satisfaction

Perceived ease of use refers to how effortless and intuitive students find QuillBot as a writing tool. According to TAM, if a technology is easy to use, students are more likely to adopt and feel satisfied with it (Venkatesh & Bala, 2008). Factors that enhance the ease of use of QuillBot include:

- **User-Friendly Interface:** The simple layout and clear navigation make it accessible to students of varying technological proficiency (Gurbuz, 2024).

- **Minimal Learning Curve:** Unlike complex academic writing tools, QuillBot requires little to no training, allowing students to use it immediately with ease.

- **Integration with Writing Platforms:** The tool is compatible with Google Docs, Microsoft Word, and web browsers, making it convenient for students to incorporate into their writing workflow (Latifah et al., 2024).

When students find a tool easy to use, they experience less frustration and develop a positive attitude toward its continued use, leading to higher satisfaction levels.

2.4.3. The Impact of Behavioral Intention and Long-Term Use

TAM suggests that students' behavioral intention or their willingness to continue using QuillBot depends on their perceptions of its usefulness and ease of use. This behavioral intention influences their long-term satisfaction and reliance on the tool. Several factors influence student satisfaction and continued use of QuillBot:

- **Positive Writing Outcomes:** Students who experience improvements in writing quality and efficiency are more likely to continue using the tool (Mohammad et al., 2024).

- **Ethical Considerations:** While QuillBot helps in writing, excessive reliance on AI tools can impact students'

independent writing skills and critical thinking (Bareq Raad

Raheem et al., 2023).

- **Limitations of AI Assistance:** Some students may find that QuillBot does not always generate contextually accurate paraphrases, leading to mixed satisfaction levels (Kim, 2023).

Thus, while QuillBot enhances academic writing productivity, student satisfaction is influenced by both benefits and limitations, as well as ethical concerns regarding AI reliance in education.

Based on the explanations above related Technology Acceptance Model (TAM), student satisfaction in using QuillBot for thesis writing is determined by their perceptions of its usefulness, ease of use, and long-term benefits. If students find the tool effective and convenient, their satisfaction and continued usage increase. However, concerns regarding over-reliance on AI and ethical considerations must be addressed to ensure a balanced approach to AI integration in academic writing. By understanding these factors, this study aims to explore how EFL students perception and satisfied feel about QuillBot, contributing to discussions on the role of AI-based writing tools in higher education.

2.6 Previous Study

Several studies have explored the use of QuillBot as a writing tool, particularly in the context of academic writing for EFL students. These studies provide valuable insights into QuillBot's effectiveness, its role in improving writing quality, and perceptions from both teachers and students. However, while existing research focuses on aspects such as paraphrasing

skills, writing accuracy, and AI-assisted evaluation, there is still a gap in understanding EFL students' perceptions and satisfaction with QuillBot in thesis writing, which this study aims to address. Several related previous studies are described as follows.

Mohammad (2024) conducted a study titled "Evaluating the Effectiveness of QuillBot in Improving Students' Paraphrasing Skills: Teachers' Voices." This study assessed QuillBot's effectiveness in enhancing students' paraphrasing abilities from the perspective of EFL teachers. Using a descriptive survey method, data were collected from 40 instructors through questionnaires and semi-structured interviews. The findings indicated that teachers viewed QuillBot as a valuable tool for improving students' paraphrasing skills, although some concerns were raised regarding over-reliance on AI.

Gurbuz (2024) examined "The Impact of QuillBot as an Automated Writing Evaluation Tool on EFL Learners." This study used a quasi-experimental design with 48 Turkish EFL students, divided into control and experimental groups. The research explored QuillBot's impact on writing quality, particularly in paraphrasing, grammar accuracy, and organization. The results demonstrated a positive effect on students' writing performance, with qualitative data highlighting positive student perceptions of QuillBot's usefulness in academic writing.

Kim (2023) in "Effect of Using QuillBot on the Writing Quality of EFL College Students" focused on how QuillBot influences writing quality. Using pre- and post-writing assessments, the study analyzed syntactic complexity,

lexical variety, lexical richness, and readability among 26 college students. The results showed a significant improvement in syntactic complexity and readability, suggesting that QuillBot enhances the structural quality of students' writing.

Bareq Raad Raheem (2023) explored the broader role of AI applications in academic writing in "Exploring the Profound Impact of Artificial Intelligence Applications (QuillBot, Grammarly, and ChatGPT) on English Academic Writing." This study analyzed the features, usability, and ethical considerations of AI-powered writing tools. It examined how QuillBot, Grammarly, and ChatGPT influence writing productivity, student satisfaction, and potential drawbacks, such as reduced independent writing skills.

These previous studies provide a strong foundation for understanding QuillBot's role in academic writing. They emphasize its effectiveness in improving writing quality, its usefulness in paraphrasing, and perceptions from both teachers and students. However, most of these studies focus on specific aspects such as paraphrasing accuracy, syntactic complexity, and grammatical correctness, rather than the overall perception and satisfaction of EFL students using QuillBot as a thesis writing aid.

By utilizing the Technology Acceptance Model (TAM) as a theoretical framework, this study aims to fill the research gap by examining how Perceived Usefulness (PU), Perceived Ease of Use (PEOU), behavioural intention and actual use influence students' satisfaction in using QuillBot. Understanding these factors will provide deeper insights into how EFL students perceive and experience QuillBot in their thesis writing process,

ultimately contributing to discussions on the role of AI-powered writing tools

in higher education.

CHAPTER III

RESEARCH METHOD

This chapter describes and gives information on the research method for this study. It includes detailed descriptions of the research design, study subjects, research instruments, data collection, and data analysis.

3.1 Research Design

The research employed a qualitative design, which is appropriate for exploring complex, subjective phenomena such as students' perceptions and satisfaction. As qualitative research seeks to understand experiences, behaviors, and motivations holistically and contextually (Sidiq, 2019), this approach aligns well with the aim of this study, which is to explore how students perceive and respond to the use of Quillbot in their thesis writing process. By using a descriptive-analytic method, the researcher was able to gather rich, detailed data through interviews and observations, allowing for a deep understanding of students' experiences and the meanings they assign to the use of Quillbot (Nasution, 2023). This approach enables the researcher to capture the nuances of students' satisfaction and perception, which might be difficult to quantify, thereby ensuring that the findings are grounded in the participants' own words and contexts.

3.2 Research Subject

In this study, the researcher focused on students, especially in the English Education Department of Univesity X in Malang from the class of 2020 to 2021 who had taken academic writing classes and were in the thesis writing phase. In addition, for the questionnaire, the researcher took a sample of 30 students. The

researcher also took 3 students randomly to be interviewed to get clearer data from the distributed questionnaires. Here, the researcher took 3 people as interview participant because the researcher considered it enough to support the data from the previously distributed questionnaire. The researcher chose to conduct this research in this department and university because the researcher had conducted a survey on the use of Quillbot and many English education students used the Quillbot application both to complete their final projects and daily assignments from lecturers.

3.3 Research Instrument

In this study, the researcher employed two primary instruments: questionnaires and interviews. These instruments were selected to obtain comprehensive data regarding students' perceptions and satisfaction in using QuillBot as a writing assistance tool for thesis writing. According to Sidiq (2019), the researcher serves as the main instrument in a study, having full control over the methods and techniques used, as well as how data is collected and analyzed to produce valuable insights. Therefore, the researcher is responsible for selecting the appropriate instruments to explore perceived usefulness, perceived ease of use, and user behavioural intention, actual use and satisfaction in this study, as examined in the Technology Acceptance Model (TAM) by Davis (2000).

For the instrument itself, the researcher adopted the instrument from Dewi, (2021) and Rahmani (2023) which have been used in previous studies because their validity has been tested. The researcher chose to adopt this instrument because of its substantial relevance to the variables studied in this study, and on the other hand, this instrument has also gone through a comprehensive trial

process. The researcher made several adjustments to the questions with the context of his research, both in terms of language and the situations faced by the respondents. This adjustment was made while maintaining the essence of the indicators being measured, so that they remain accurate in representing the intended concept.

1. **Questionaire**

   A questionnaire is a research instrument used to systematically collect data through a series of written questions given to respondents. Malik (2013) defines a questionnaire as a set of questions designed to obtain relevant data for research. Questionnaires enable the researcher to collect large amounts of data efficiently compared to other methods.

   In this study, the questionnaire was designed in the form of a google form to make it easier for the researcher to distribute it and reduce paper waste. The researcher used 15 questions in English and used multiple choices on the questionnaire in the form of 5 possible answers using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to measure the level of perceived usefulness, perceived ease of use, and behavioural intention, actual use and satisfaction in operating Quillbot during thesis writing, yet students only need to choose one to answer the question..

Table 3.1 Questionaire Specification

Indicator	Specification

Students' perceived of the usefulness (PU)	Concerning students' views on the effectiveness and practical value of QuillBot as a tool to support them in developing and completing their thesis
and ease of use (PEoU) Quillbot in thesis writing	Concerning students' perceptions of how user-friendly QuillBot is in assisting them with the organization and development of their thesis.
Behavioural Intention, Actual Use and Student satisfaction in using Quillbot in thesis writing	Aspects concerning students' intention to use, actual engagement with, and satisfaction toward QuillBot in the context of thesis writing.

The questionnaire consists of three main sections based on the Technology Acceptance Model (TAM) (Davis, 2000):

1. **Perceived Usefulness (PU)** – Evaluates the extent to which students perceive QuillBot as beneficial in assisting their thesis writing process.

33

2. **Perceived Ease of Use (PEoU)** – Measures how easy it is for students to use QuillBot in thesis writing.

3. **Behavioral Intention, Actual use and Satisfaction** – Assesses measuring behavior and real use so as to give rise to perceptions of user satisfaction in using Quillbot in compiling a thesis

The questionnaire was implemented to collect quantitative data that can be analyzed to identify students' perception patterns and satisfaction levels with QuillBot. This data was analyzed in relation to the TAM framework to provide insights into the acceptance and effectiveness of this tool in an academic setting especially in thesis writing context. The questionnaire can be seen on the last page in the appendix.

2. **Interview**

In addition to the questionnaire, this study also employed the interview method to gain a deeper understanding of students' experiences in using QuillBot. Creswell (2014) states that interviews enable the researcher to collect detailed qualitative data, allowing respondents to elaborate on their experiences more freely and in depth. The interviews in this study were conducted using a semi-structured format, meaning that although there were core questions that had been set, the researcher could ask follow-up questions to further explore the participants' responses. The questions in the

interview itself were questions about perceptions and satisfaction with the use of Quillbot as a writing tool in thesis writing.

In the study, 12 questions were used with participants consisting of 3 students who were taken randomly from students who filled out the Google Form questionnaire. The researcher chose 3 students because the sampling of the 3 students was considered quite representative and provided a sufficient picture in the context of this study. This is based on the belief that the 3 students can answer the researcher's questions in detail and the researcher can easily conclude their answers. During the interview, the researcher interviewed 3 students using Indonesian and the results of the interview have been translated by the researcher. The three students are symbolized as S1, S2, and S3.

The interview item aligned with the Technology Acceptance Model (TAM) (Davis, 2000), the interviews focused on three key aspects:

1. Perceived Usefulness (PU) – To understand how QuillBot benefits students in thesis writing, whether in improving writing quality or enhancing efficiency.

2. Perceived Ease of Use (PEoU) – To identify students' perceptions of how user-friendly QuillBot is in assisting them also their experiences in understanding it's features.

3. Student behavioral intention and actual use – To assess students' overall satisfaction with QuillBot, including its advantages and limitations.

Through these interviews, the researcher obtained in-depth insights into the reasoning behind the questionnaire responses, as well as real-life experiences of students using QuillBot. This qualitative data complements the quantitative findings from the questionnaire, providing a more holistic understanding of user perceptions.

3.4 Data Collection

According to Nasution (2023) data is interpreted in two ways: first, as factual information, such as measurement results or statistics used as the basis for reasoning, discussion, or calculations, and second, as pure information that has not been interpreted, changed, or manipulated, referring to experience, events, time, space, or other basis that is linear with the research objectives. Data collection occurs to get data in the field so that the study results can be helpful and create new theories or discoveries, with using procedures that are appropriate for the research goals (Sidiq, 2019). Here the data collection techniques are the main stage in the research process that involves collecting relevant and reliable information to answer research questions. This study used two techniques, namely questionnaires and interviews.

a. **Questionaire**

Qualitative research uses this instrument to strengthen and add data to the study. Depending on Malik (2013) questionnaire is a data collection technique using forms containing questions submitted in writing to a person or group of people to obtain answers or responses and information required by the researcher. In addition, questionnaire data in the form of numbers also called qualitative data which is expressed in numerical form

which is obtained by changing qualitative values into quantitative values (Nasution, 2023). After creating the questionnaire, the researcher shared the Google form link via WhatsApp to be filled out by 30 students who have used Quillbot, including the 2020 and 2021 class who are in the thesis writing stage. After the data was collected, the researcher conducted data analysis.

b. **Interview**

Interviews have been recognized as a very valuable method in the context of this study to collect comprehensive data. An interview is carried out based on availability where the direction of the conversation refers to a predetermined goal by prioritizing trust as the main foundation in the process of understanding (Nasution, 2023). 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 random approach by selecting 3 people from the respondents who had filled out the Google form. After that, the researcher contacted the three students and made an interview appointment. Interviews were conducted face-to-face and in stages, with different times according to the availability of time for the researcher and respondents. During the interview, the researcher asked students few questions about students' perception and satisfaction related to their experience on using Quillbot in thesis writing and recorded their answers, while the interview process was recorded to ensure the accuracy and completeness of the documented data. As for this interview itself, it uses an interview guide so

that the discussion does not stray far from the topic, plus the researcher use semi-structured interviews to make it easier for researcher to get relevant results. The researcher conducted the interview in Indonesian, then the interview results were translated into English by the researcher.

3.5 Data Analysis

To create appropriate findings or conclusions based on the research goals, the researcher conducted a qualitative data analysis. Miles and Huberman (1994) proposed three data analysis methods: data reduction, data display, and conclusion drawing/verification.

2.1.1 Data Reduction

Data reduction is the process of sorting and refining collected data. In this step, the researcher reviewed the data, summarized important points, and removed unnecessary information so that the data became well-structured. The purpose is to categorize the data based on specific topics. The collected data was then divided according to its sources, such as interviews and questionnaires.

After categorizing the data, the researcher assigned labels or codes to highlight relevant parts that align with the research questions or key themes. This helps in organizing the data and identifying patterns or important findings. The results from the questionnaires and interviews were then analyzed together to gain a deeper understanding of the respondents' perspectives. Based on this, the researcher drew conclusions

about the findings and their significance. Finally, the structured data is presented clearly in the research report.

2.2.1   Data Display

Once the data was reduced, the next step is to present it. The selected and summarized data was displayed in tables and descriptive narratives to explain the findings. In this study, the data highlights students' experiences using QuillBot in terms of how useful they find it , how easy it is to use and behavioral intention, actual use till rise their satisfaction.

Tables provide a structured view of the questionnaire results, while narratives offer deeper insights into students' personal experiences with QuillBot in writing their thesis. The goal of presenting data in a clear and systematic way is to help readers understand and interpret the findings easily. A well-organized presentation allows the researcher to analyze the results more effectively and grasp their overall impact.

2.3.1   Conclusion Drawing/Verification

The final step, as described by Miles and Huberman (1994), is drawing conclusions from the analyzed data. This involves interpreting the findings, summarizing key insights, and ensuring that the conclusions are supported by solid evidence.

Drawing conclusions is crucial because it helps to summarize the studys results and explain their broader significance. These conclusions can also serve as a basis for future research. Therefore, this step is a vital

part of the research process, as it enables the researcher to make meaningful contributions to the chosen field.

3.6 Data Triangulation

Data triangulation is a method that combines multiple data collection techniques and sources to improve the reliability of research findings (Sugiyono, 2008). This study applies data triangulation to deepen the researcher's understanding of the collected data and to reinforce the validity of the conclusions. According to Sugiyono (2008), using this technique ensures that the data is more consistent, complete, and reliable.

In qualitative research, the first step in data triangulation is identifying different data collection methods or sources, such as interviews and questionnaires. These two approaches complement each other, as questionnaires may not always provide the detailed information that interviews can uncover. By integrating both methods, the research results become more comprehensive and accurate.

After collecting data from each source, the information was analyzed separately to identify key insights. Then, the findings from different sources are compared and examined together to detect similarities, differences, or connections. This process allows the researcher to gain a deeper and clearer understanding of the subject being studied while improving the credibility of the research. Ultimately, the conclusions drawn through data triangulation provide a more thorough and well-rounded perspective on the research topic.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents an analysis of the collected data along with a discussion of the research findings. The data is displayed using tables and narrative descriptions to clearly illustrate the results. The chapter is divided into two sections: the first outlines the research findings obtained through questionnaires and interviews, and; the second provide a discussion of the data.

4.1 Findings

The data in this chapter is classified by the researcher according to the two questions. These questions explore students' preceive on the usefulness of Quillbot, their perception of how easy it is to use, and their behaviour intention till they rise up satisfaction when using Quillbot as a support tool for writing their thesis. The information was obtained through questionnaires, and interviews.

This section shows the results from the questionnaire and interviews, which were used to collect data in this study. Both tools were made to help answer the research questions. The questionnaire had 15 questions that students needed to answer, and the interview had 12 questions. The questionnaire was divided into three parts: 5 questions about how useful students think Quillbot is for writing their thesis, 5 questions about how easy it is to use, and 5 questions about satisfaction,behavioural intention and actual use. Each part was made to get clear and complete information. Students were asked to answer honestly based on their own experiences. The questionnaire was given to 30 students from the English Education Department from the 2020 and 2021 classes at University X in Malang. It was shared over 7 days, from April 7 to April 14, 2025.

The interview had few parts about quillbot's usefulness, ease of use, student satisfaction, behavioural intention, actual use, and the last about strengths and weaknesses about Quillbot. The purpose of the interview was to get deeper information about students' opinions. Three students were randomly chosen from who filled out the questionnaire. The interviews took place over three days, from April 17 to April 19, 2025. In addition, the researcher has confirmed the frequency of use of Quillbot by them before the interview, all three answered that they often use it. The answers are shown in a table that lists the questionnaire questions and the percentage of how many students chose each answer. If readers want to see all the percentages, they can look at the appendix.

The table below shows the overall results from the questionnaire. It includes each students answer and the total answers for each question. There are several answer options: SA means "Strongly Agree," A means "Agree," N means "Neutral," D means "Disagree," and SD means "Strongly Disagree." These show how many students chose each option. The "Total Number of Responses" is the total number of students who picked each choice. The "Percentage" is calculated by dividing the number of responses for each option by the total number of answers 150 for each of the tables 4.1, 4.2, and 4.3 then multiplying by 100. This helps give a clearer picture of what students thought about each point.

4.1.1 EFL Student Perceptions Of The Use Of Quillbot As A Writing Tool In Compiling Thesis

      The following is an explanation of the perception of the usefulness and ease of use of Quillbot in writing a thesis, which is described in the form of tables and descriptive explanations.

4.1.1.1. EFL Student Perceptions Of The Usefulness Of Quillbot As A Writing Tool In Compiling Thesis

      The results of the questionnaire that was distributed are as follows:

Table 4.1 Questionnaire Results Related to Student Perceptions Regarding the Usefulness of Quillbot.

Statements	SD	D	N	A	SA	Total
I feel that QuillBot helps me develop ideas and construct arguments in my thesis writing.	0%	6,7% (2)	10% (3)	50% (15)	33,3% (10)	100% (30)
I feel that the features offered by QuillBot help me write more academically and with more variety in my thesis.	0%	0%	20% (6)	46,7% (14)	33,3% (10)	100% (30)
I feel that QuillBot reduces grammatical	0%	0%	26,7% (8)	53,3% (16)	20% (6)	100% (30)

and spelling errors in my thesis.						
I feel that using QuillBot helps me write my thesis more effectively and efficiently.	0%	6,7% (2)	23,3% (7)	53,3% (16)	16,7% (5)	100% (30)
I feel that QuillBot helps me understand how to write with better structure in my thesis.	0%	3,3% (1)	16,7% (5)	56,7% (17)	23,3% (7)	100% (30)
Total Number of Responses	0	5	29	78	38	150
Percentage	0%	3,3%	19,3%	52%	25,3%	100%

Based on the data presented in the table, the statement "*I feel QuillBot helps me develop ideas and organize arguments in writing my thesis*" received the highest level of agreement among respondents. Specifically, 10 students (33.3%) selected "Strongly Agree" and 15 students (50%) selected "Agree." This means that more than half of the participants believe QuillBot is helpful in generating ideas and structuring their arguments while working on their thesis. These survey results are also supported by interview findings, which similarly indicated that students find QuillBot beneficial for idea development and argument organization in academic writing.

R: "How is your experience in using QuillBot to develop ideas and construct arguments in your thesis?"

S1: "For my own experience in using quillbot is very helpful after I use quillbot I get various ideas to compile my thesis develop my ideas and connect them with various idea with the contents of my thesis more or less like that. So when quillbot gives feedback in the form of sentences or words I can directly connect it to the context of the discussion or maybe the development of other ideas indirectly so that my ideas or paragraphs can develop further."

S2: "My experience regarding idea development, during my time using Quillbot, I have not felt any development, if constructing the argument is indeed correct, on the other hand I also think that with the new suggestions provided by Quillbot, it is possible that with these suggestions new ideas will emerge."

S3: "My experience is quite helpful, especially when experiencing a dead end in composing sentences or finding another way to convey ideas. QuillBot presents clearer and more structured alternative sentences, this enriches my perspective when writing. Indirectly, quillbot also helps me to understand how to structure my thesis to be structured, connected between paragraphs"

The interview responses indicate that participants had varied experiences using Quillbot to develop ideas and construct arguments in their thesis. Some users found it extremely helpful, noting that Quillbot provided new ideas and suggestions that enhanced the connection between different parts of their thesis, helping to further develop their arguments. Others mentioned that, while they did not initially experience a significant development in their ideas,

the suggestions provided by Quillbot could potentially spark new ideas and perspectives. Additionally, some participants appreciated how Quillbot offered clearer, more structured sentence alternatives, which helped them overcome writer's block and improve the organization and flow of their thesis.

Next, in the statement *"I feel that the features offered by QuillBot help me write more academically and more variedly in my thesis"* the author found that 10 students or 33.3% chose "Strongly Agree" and 14 students or 46.7% chose "Agree". This result is the most frequently chosen statement. From this statement, more than half of the respondents chose to agree, this shows that the features offered by QuillBot help them write more academically and more variedly in their thesis. The results of the questionnaire stating that the public agrees with the statement are in line with the results of the interview stating that QuillBot helps them write more academically and more variedly in their thesis.

R: "Do you feel that QuillBot's paraphrasing results make your thesis writing more varied and of better quality? If so, can you give an explanation of how this can happen?"

S1: "I feel that's true, because when I compare between using and not using quillbot, the level of variation in the use of word diction or sentence usage in my thesis is very different and it's better if I use quillbot. For the explanation, we can find out the result or feedback suggestions from quillbot about how the results will be more varied from our choices if given suggestions like this and like that and of course for more suggestions for word diction choices and tend to adjust the context we provide, especially in terms of academic contexts."

S2: "Yes, I think my thesis writing is more varied and better. In my case, the feedback from Quillbot itself often uses more academic vocabulary than mine, and often my sentence structure is not coherent, but Quillbot gives suggestions to make the sentence structure coherent."

S3: "Yes, the paraphrasing results make my writing more varied and avoid repetition. For example, a simple sentence can be changed into a more complex and formal academic sentence."

In conclusion, using QuillBot significantly enhances the variety and quality of word choice and sentence structure in their thesis writing. The suggestions it provides not only offer alternative expressions but also help align the language with the intended academic context. This makes QuillBot a valuable tool for improving clarity, coherence, and overall writing quality in thesis development.

Regarding the statement, *"I feel that QuillBot reduces grammatical and spelling errors in my thesis,"* the researcher found that 6 students (20%) selected "Strongly Agree," while 16 students (53.3%) selected "Agree." This makes it one of the most commonly agreed-upon responses. With more than half of the participants expressing agreement, it indicates that many students believe QuillBot effectively helps them minimize grammar and spelling mistakes in their writing. These survey results are also supported by interview responses, where students confirmed that QuillBot plays a helpful role in correcting language errors in their thesis work.

R: "How much has QuillBot helped you reduce grammar and spelling errors?"

S1: "I think this is very helpful, because sometimes humans make writing errors such as typos, wrong grammar, or word choices that are not in accordance with the academic context, and so on."

S2: "It is quite helpful in correcting my writing because I often experience writing errors, both grammatical and spelling errors."

S3: "QuillBot is very effective at correcting grammar and spelling. My experience is there was an incorrect passive sentence, and QuillBot suggest it to a more academically correct active version."

To sum up, QuillBot really helps in fixing grammar and spelling mistakes when writing, especially for academic work. It's useful for catching small errors like typos or awkward word choices, and the best part is, we can still adjust the suggestions to fit what we're trying to say. It makes the writing process smoother and more polished without taking away our own voice.

In response to the statement, *"I feel that using QuillBot helps me write my thesis more effectively and efficiently,"* 5 students (16.7%) selected "Strongly Agree," while 16 students (53.3%) chose "Agree." This made it one of the most commonly agreed-upon responses. These results indicate that a majority of students feel QuillBot supports them in improving both the effectiveness and efficiency of their thesis writing. The survey findings are also consistent with interview responses, where students mentioned that QuillBot contributes positively to streamlining and enhancing their writing process.

R: "Do you think that with QuillBot the thesis writing process becomes faster and more efficient? Why?"

S1: "Yes, faster and more efficient. Because we get suggestions whereas if we do it ourselves purely from our knowledge it might be limited, if you think about it, Quillbot provides suggestions to help correct vocabulary, paraphrase, grammar, so it is faster and more efficient in terms of time, and of course it saves me time to do other things, because the thesis requires quite a lot of things to be done"

S2: "Yes of course, because with its various features it can lighten all my work, indirectly it also speeds up my writing process."

S3: "It really speeds up the process because I don't have to manually repeat my own writing for variations or revisions. Just one click, and several alternative sentences are immediately available"

It can be concluded that QuillBot helps speed up and simplify the thesis writing process. By offering suggestions for vocabulary, paraphrasing, and grammar corrections, it reduces the effort and time needed for revision. This allows students to work more efficiently and allocate their time to other important tasks related to their thesis.

In response to the statement, *"I feel that QuillBot helps me understand how to write with better structure in my thesis,"* 7 students (23.7%) selected "Strongly Agree," and 17 students (56.7%) chose "Agree." This made it the most frequently chosen response. The majority of participants indicated that they believe QuillBot helps them improve the structure of their writing in their thesis. These survey findings are consistent with the interview responses, where students mentioned that QuillBot aids them in understanding how to organize their writing more effectively.

R: "Do you learn or understand how to compose a good thesis after using quilbot?"

S1: "Yes I understand, sometimes my writing finds the wrong placement of structure especially paragraphs, quillbot immediately corrects that my writing should be in another paragraph and is immediately sorted so that it continues from one structure to another, so that i get a clearer and easier to understand sequence"

S2: "Yes, I learned indirectly, even though Quillbot only gave feedback, my subconscious realized that good writing is like this: sequential, not confusing, and clear."

S3: "...Quillbot also helps me to understand how to structure my thesis, connecting between paragraphs"

It is clear that QuillBot helps students improve their understanding of how to structure their thesis more effectively. Often, students encounter challenges with placing paragraphs or organizing the structure properly. QuillBot addresses this by suggesting improvements, such as reorganizing paragraphs, ensuring that the writing flows logically from one section to the next. This guidance helps students create a clearer, more coherent structure, making their thesis easier to follow and understand. Overall, QuillBot not only aids in writing but also enhances the learning process of composing a well-structured academic paper.

In conclusion, QuillBot proves to be an extremely useful tool for students in compiling their thesis. It supports students in developing ideas and constructing arguments by offering diverse suggestions that promote deeper

thinking and critical analysis. The tool enhances writing with greater academic quality and variety, providing helpful vocabulary, paraphrasing, and grammar corrections to improve clarity and avoid repetition. Moreover, QuillBot proves to be valuable in organizing the structure of the thesis, ensuring a logical flow of ideas and well-organized paragraphs. Its time efficiency is another key factor in its usefulness, as it allows students to quickly revise their work and focus on other essential aspects of their thesis. Overall, QuillBot is useful because it helps improve the quality, structure, and efficiency of thesis writing, making the whole process more organized, clearer, and easier for students to manage.

4.1.1.2. EFL Student Perceptions of Ease of Use of Quillbot As A Writing Tool In Compiling Thesis

The results of the questionnaire that was distributed are as follows:

Table 4.2 Questionnaire Results Related to Student Perceptions Regarding the Ease of Use of Quillbot.

Statements	SD	D	N	A	SA	Total
I feel that QuillBot is easy to use for assisting the thesis writing process.	0% (0)	6,7% (2)	3,3% (1)	56,7 (17)	33,3 (10)	100% (30)
I feel that I did not experience technical difficulties while using QuillBot to write my	0% (0)	6,7% (2)	30% (9)	40% (12)	23,3% (7)	100% (30)

51

thesis.					
I feel that the features available in QuillBot are easy to understand and use in an academic context.	0% (0)	0% (0)	23,3% (7)	50% (15)	26,7% (8)	100% (30)
I feel that I do not need much effort to learn how to use QuillBot.	0% (0)	0% (0)	20% (6)	50% (15)	30% (9)	100% (30)
I feel that I was able to quickly adapt to using QuillBot in my thesis writing.	0% (0)	3,3% (1)	20% (6)	50% (15)	26,7 (8)	100% (30)
Total Number of Responses	0	5	29	74	42	150
Percentage	0%	3,3%	19,3%	49,3%	28%	100%

The next result is focus on students' perceptions of how easy QuillBot is to use as a writing tool in the thesis-writing process. According to the data in the table, the statement *" I feel that QuillBot is easy to use for assisting the thesis writing process"* received the highest level of agreement from respondents. In

detail, 10 students (33.3%) selected "Strongly Agree" and 17 students (56.7%) chose "Agree." This indicates that the majority of students feel that QuillBot is user-friendly and supportive during the process of writing their thesis. These survey results are also in line with interview responses, where students similarly expressed that QuillBot is easy to use and helps simplify their work.

R: "How easy is it for you to understand and use QuillBot to help you in writing your thesis?"

S1: "For me it is very easy because the application itself has very easy features on its dashboard, its appearance, the explanation of the icons presented also makes it easy for users so that users can easily understand it, even laypeople may be able to see it once but only need adaptation."

S2: "In my opinion, the operation of Quillbot itself is quite easy and not too complicated, even it is suitable for beginners."

S3: "It's pretty easy. The interface is simple and I was able to use it right away without any special tutorials."

In conclusion, the use of QuillBot is considered very easy, both in terms of features, appearance, and the explanation of the icons provided. The application is designed with a simple and intuitive interface, making it easy even for beginners or laypeople to understand with only minimal adjustment. Overall, QuillBot is highly suitable for beginners because its operation is straightforward and uncomplicated. The results of the interview above also support the last 2 questions on the aspect of ease of use of the Quillbot in this research.

Another statement, *"I feel that I did not experience technical difficulties while using QuillBot to write my thesis,"* also received a positive response. Specifically, 7 students (23.3%) selected "Strongly Agree," while 12 students (40%) chose "Agree." These numbers show that more than half of the participants felt that using QuillBot was smooth and free of technical issues during their thesis writing process. This survey result is also supported by interview findings, where students similarly mentioned that they did not face any significant technical problems when using QuillBot.

R: "Have you ever experienced technical issues while using QuillBot? If so, how did you overcome them?"

S1: "For technical issues, I rarely experience them. Maybe sometimes the only issue is the internet connection, so it needs a stable connection. But overall it's safe."

S2: "During my time using Quillbot, I have never experienced any technical issues, overall it works well."

S3: "Yes, especially when the internet connection is slow. The paraphrasing feature doesn't appear immediately. Usually I refresh the page or wait a while."

Overall, users rarely experience technical issues when using QuillBot. The only occasional problem mentioned is related to internet connection stability, not the application itself. In general, QuillBot operates smoothly and reliably without significant technical difficulties.

Furthermore, the statement *"I feel that the features available in QuillBot are easy to understand and use in an academic context"* also received a strong

positive response. A total of 8 students (26.7%) selected "Strongly Agree" and 15 students (50%) chose "Agree." This indicates that the majority of students find QuillBot's features clear and accessible, especially when applied to academic writing. These findings are also supported by interview results, where students mentioned that they could easily understand and make use of the features when writing their thesis.

R: "What do you think about the features provided by QuillBot, are there any features that you find difficult to use or do not suit your academic needs?"

S1: "In my opinion, the features are quite easy to use and easy to understand so that I rarely cause confusion in their interpretation and in terms of suitability I think it is very suitable for academic needs."

S2: "In my opinion, the features in quillbot are quite complete, such as grammar checker, paraphrase, and other features that are very suitable for academic needs, and in my opinion, all the features in quillbot are quite easy to understand and use."

S3: "Features like Grammar Checker and Formal mode (paraphrasing) are very useful for academic writing. However, some modes like Creative or Fluency sometimes produce sentences that are too casual for a thesis."

Based on the interview responses, users find the features provided by QuillBot to be very easy to understand and operate. There is little to no confusion when using its functions. Users also feel that the features, such as the grammar checker, paraphrasing tool, and others, are quite complete and highly suitable for supporting academic needs. Overall, all features are

considered accessible, practical, and effective in assisting academic writing tasks without presenting significant difficulties.

Moreover, the statement *"I feel that I do not need much effort to learn how to use QuillBot"* also received a positive response from students. Specifically, 9 students (30%) selected "Strongly Agree" and 15 students (50%) chose "Agree." This suggests that most students find QuillBot intuitive and easy to learn, without requiring much time or effort to understand how it works. These survey results are consistent with the interview findings, where students also expressed that they were able to use QuillBot comfortably without facing difficulties in learning how to operate it. And found that students do not need too much effort in using Quillbot, they even said that laypeople or beginners who may have never used it can also easily operate it, because the display is also easy to understand so it does not require too much effort and it can use without any special tutorials.

Last, the statement *"I feel that I was able to quickly adapt to using QuillBot in my thesis writing"* also received a positive response. A total of 8 students (26.7%) selected "Strongly Agree" and 15 students (50%) chose "Agree." This indicates that the majority of students felt they could easily and quickly get used to using QuillBot as part of their thesis writing process. In short, QuillBot is considered very easy to use in terms of its features, interface, and the explanations provided for each icon. The design is simple and intuitive, allowing even new users to quickly understand how to operate it without much adjustment. Users can also easily adapt to QuillBot thanks to its

clear and straightforward workflow. Overall, QuillBot is highly suitable for beginners due to its user-friendly and uncomplicated nature.

In conclusion, the perception of QuillBot's ease of use plays a crucial role in its effectiveness as a thesis writing aid. The majority of students felt that QuillBot is user-friendly, with many agreeing that they were able to quickly adapt to using the tool. Students expressed that QuillBot's features are easy to understand, and they did not face significant technical difficulties during use. Additionally, the platform's simplicity allows students to focus more on the content of their thesis rather than struggling with complex tools or interfaces. This ease of use, combined with QuillBot's ability to assist in developing ideas, improving academic writing quality, and organizing thesis structure, significantly enhances the overall writing experience. By minimizing the effort required to learn the tool, students can dedicate more time to refining their ideas, improving grammar and vocabulary, and producing more polished work. QuillBot's user-friendly design has therefore proven to be a valuable resource, allowing students to write their thesis more efficiently and effectively.

4.2.1 EFL Student Behavioural Intention, Actual Use And Satisfaction In Using Quillbot As A Writing Tool In Compiling Thesis

The results of the questionnaire that was distributed are as follows:

Table 4.3 Questionnaire Results Related to Student Satisfaction Regarding the Ease of Use of Quillbot.

Statements	SD	D	N	A	SA	Total
I feel satisfied with the paraphrasing results and grammar suggestions provided by QuillBot.	0% (0)	3,3% (1)	43,3% (13)	43,3% (13)	10% (3)	100% (30)
I feel that using QuillBot makes me more confident in writing my thesis.	3,3% (1)	0% (0)	33,3% (10)	46,7% (14)	16,7% (5)	100% (30)
I feel that QuillBot provides better results compared to writing without any tool assistance.	3,3% (1)	3,3% (1)	33,3% (10)	43,3% (13)	16,7% (5)	100% (30)
I feel that I would recommend QuillBot to other students	0% (0)	0% (0)	23,3% (7)	60% (18)	16,7% (5)	100% (30)

who are writing their thesis.						
Overall, I feel satisfied with my experience using QuillBot in writing my thesis.	3,3% (1)	3,3% (1)	13,3% (4)	56,7% (17)	23,3% (7)	100% (30)
Total Number of Responses	3	3	44	75	25	150
Percentage	2%	2%	29,3%	50%	16,6%	100%

And the last result explained is related to student satisfaction in using Quillbot as a writing tool in compiling their thesis. In the statement is "I feel satisfied with the paraphrasing results and grammar suggestions provided by QuillBot." which received a good response from respondents. Specifically, 3 students (10%) chose "Strongly Agree" and 13 students (43.3%) chose "Agree." This means that more than half of the participants believed that they felt satisfied with the paraphrasing results and grammar suggestions provided by QuillBot. The results of this survey are also supported by interview findings, which also show that students consider feeling satisfied with the paraphrasing results and grammar suggestions provided by QuillBot.

R: *"How satisfied are you with the results provided by QuillBot, especially paraphrasing and grammar correction?"*

S1: *"I am satisfied, because both the paraphrasing and grammar checker results give good and reasonable results, although the parphrasing is sometimes outside the context of the discussion and needs checking, but in general its fine."*

S2: "Satisfied enough, with the results given by Quillbot, both are very useful for me especially in terms of paraphrasing where in the process of compiling this thesis there is something called plagiarism, so paraphrasing helps me overcome this, then the grammar checking is also good and reduces my grammar mistakes."

S3: "Quite satisfied. Although not always perfect, the results are very helpful as a step in revising thesis or improving the quality of writing."

The responses suggest that participants are generally satisfied with the paraphrasing and grammar correction features of Quillbot. While there are occasional issues with the paraphrasing being slightly out of context, overall, the results are considered useful, especially in addressing concerns about plagiarism. Additionally, the grammar checker is seen as effective in reducing grammatical errors, with participants noting that, despite occasional imperfections, Quillbot provides valuable assistance as a first step in refining and improving their writing.

The next statement is "I feel that using QuillBot makes me more confident in writing my thesis." which also received a good response from respondents. Specifically, 5 students (16,7%) chose "Strongly Agree" and 14 students (46,7%) chose "Agree." This means that more than half of the participants believe that they feel more confident in writing their thesis when using QuillBot. The results of this survey are also supported by interview findings, which also show that students consider feel more confident in writing their thesis when using QuillBot.

R: "Are you feel more confident with your writing with the help of Quillbot?"

S1: "I am more confident, because I find that the results provided by Quillbot are better than my sentences, both in terms of ideas and word choice."

S2: "Quite confident, because Quillbot immediately gave feedback with good quality compared to my own creation, but I still need to double check."

S3: "Yes, I am more confident because Quillbot provides feedback that is connected with academic sentences that are appropriate for writing a thesis."

The responses indicate that the use of Quillbot positively influenced the participants' confidence in their thesis writing. They expressed that the tool offered improvements in idea expression and word choice, provided immediate and high-quality feedback, and suggested academically appropriate sentence structures. While Quillbot boosted their confidence, some participants still emphasized the importance of reviewing the results manually

Additionally, the statement *"I feel that QuillBot provides better results compared to writing without any tool assistance"* also received positive feedback from students. Specifically, 5 students (16.7%) selected "Strongly Agree" and 13 students (43.3%) chose "Agree." This shows that more than half of the participants feel that using QuillBot leads to better writing outcomes than working without any assistance. These survey results are further supported by interview findings, where students also shared that QuillBot helped improve the quality of their writing compared to when they relied solely on their own efforts.

R: "Do the results provided by quillbot make your thesis better than not using any tools?"

S1: "I think it's better, because I personally sometimes don't know where the shortcomings of my writing are, by using Quillbiot I am given suggestions to make my sentences more academic and clear."

S2: "The results that Quillbot gives are quite good compared to when I don't use it, because from my side there may be typos, grammatical errors, and misspellings sometimes."

S3: "Yes, I think by using quillbot my sentences are more clearly structured and avoid repetition."

Based on the results, it can be concluded that Quillbot provides substantial support in the academic writing process. They reported that the tool helped enhance the clarity and structure of their sentences, offered useful suggestions to make their writing more formal and academic, and assisted in minimizing errors such as typos, grammatical mistakes, and unnecessary repetition.

Furthermore, the statement *"I feel that I would recommend QuillBot to other students who are writing their thesis"* also received strong positive feedback. Specifically, 5 students (16.7%) selected "Strongly Agree" and 18 students (60%) chose "Agree." This indicates that the majority of participants are satisfied with their experience and would feel confident recommending QuillBot to fellow students working on their thesis. These findings are also supported by interview results, where students expressed their willingness to suggest QuillBot to others due to its helpful features and ease of use.

R: "Would you recommend it to other students who are also in the thesis writing phase, and might you continue to use QuillBot for other academic needs?"

S1: "From my experience, I would recommend it to other students, whether they are in the thesis process or not, because it is useful, and I will use it often in the long term."

S2: "Yes, and I recommend other students to use it because Quillbot is an AI-based writing tool that is quite complete and easy to use."

S3: "Most likely yes, because QuillBot generally makes the writing and revision process easier. So I would recommend it, but I would also advise against relying entirely on it and still doing your own checking."

The findings also indicate that the participants are likely to recommend Quillbot to other students for academic use, citing its ease of use and effectiveness. Many expressed their intention to continue using the tool in the future, as they found it both helpful and satisfying during their own academic writing process.

Finally, the statement *"Overall, I feel satisfied with my experience using QuillBot in writing my thesis"* also received a positive response. A total of 7 students (23.3%) selected "Strongly Agree" and 17 students (56.7%) chose "Agree." This shows that the majority of participants are generally satisfied with their overall experience using QuillBot during the thesis writing process. These results are further reinforced by interview findings, where students shared that they felt content and supported by QuillBot in helping them complete their thesis more effectively.

R: "Overall, are you satisfied with using Quillbot to help you write your thesis?"

S1: "Totally, I am very satisfied with Quillbot's assistance in the process of writing my thesis. I can minimize my energy to allocate to other parts of the thesis so that I am not stuck in just one part."

S2: "I am quite satisfied because the features are complete and easy to use, so it speeds up my time in writing my thesis."

S3: "Yes, overall I am satisfied with the assistance provided by Quillbot, it made it easier for me to complete my thesis with features that are quite useful in the academic field, especially writing a thesis."

From the results above, it can be concluded that overall they are satisfied with the help of Quillbot in the process of compiling their thesis, as seen from the percentage of questionnaires and also their statements in interviews which indicate their satisfaction.

Based on all of the findings, it can be concluded that students generally express a high level of satisfaction with the use of QuillBot during their thesis writing process. The majority of participants agreed that QuillBot provided better writing results compared to working without any tool assistance. Students also indicated a strong willingness to recommend QuillBot to their peers, reflecting their positive experiences. Moreover, most students felt overall satisfaction with their experience using QuillBot, as it helped them write more effectively, improved the quality of their work, and made the entire writing process feel more manageable. Both survey data and interview results consistently support the view that QuillBot has successfully met students' expectations and needs in academic writing, particularly in the demanding context of thesis preparation.

Apart from the three sub-points of discussion above, the researcher also asked about the advantages and disadvantages during their use of Quillbot in the process of writing their thesis. This is quite important to do because the advantages and disadvantages could be a consideration for someone in using Quillbot as a writing aid. This is explained in the interview as follows.

R: "..., what do you think about the advantages and disadvantages of using Quillbot as a writing aid in academics, especially for thesis writing?"

S1: "For its advantages, it is certainly very helpful, moreover, the various features offered are also very helpful in writing such as paraphrase and grammar checker and many more, but for writing the thesis itself, it is more dominant to use paraphrase and grammar checker, with this convenience, it makes time faster and more efficient in its work, for its own shortcomings because Quillbot is still a machine so we don't trust the machine one hundred percent so it still needs to be checked again so as not to deviate from the discussion"

S2: "In my opinion, the advantages with many features such as paraphrase, grammar checker and many more make it easier for me to improve my writing, while the disadvantage of Quillbot itself is that because Quillbot is AI, so if we input data, we have to be specific and have to double-check it because AI sometimes goes out of the context we attach."

S3: "Overall, the advantages that I feel are time efficiency, grammar improvement, and help re-arrange sentences. The downside is that not all paraphrasing results are suitable for academic contexts, so they have to be adjusted manually."

The interview results reveal that participants recognize both the advantages and limitations of using Quillbot as an academic writing aid, particularly in the context of thesis writing. The main advantages include time efficiency, improved grammar, and helpful features such as paraphrasing and grammar checking, which support the overall writing process. These features are considered especially useful for refining sentence structure and improving clarity.

However, participants also noted certain limitations: since Quillbot is AI-based, it occasionally produces results that are out of context or not fully aligned with academic writing standards. As such, they emphasized the importance of reviewing and adjusting the output manually to ensure accuracy and relevance.

4.2 Discussion

In this section, the researcher discusses the main findings of this study. In this study, the researcher used questionnaire and interview instruments to determine the perception of final year students' experiences in using Quillbot as a writing aid when compiling their thesis. The researcher used both instruments to obtain strong research data. The results of this study indicate that the use of Quillbot has a significant impact on students' writing skills indirectly, especially in terms of more effective sentence construction, better use of grammar, time efficiency in compiling thesis, and ease in developing ideas through feedback provided by Quillbot. This finding is supported by questionnaire data showing that the majority of students felt the benefits/usefulness they felt and interviews that revealed their positive experiences in using Quillbot while compiling their thesei.

The findings from both interviews and questionnaires indicate that students frequently use Quillbot during the thesis-writing process, suggesting that the tool plays a significant role in supporting their academic writing. Students generally expressed positive attitudes toward Quillbot's impact on their writing skills. Questionnaire results revealed that most participants selected "agree" or "strongly agree" in response to the provided statements, reflecting their favorable perception of the tool.

Interviewed students also shared that Quillbot was especially helpful in overcoming writing challenges, such as writer's block. They highlighted specific

features, particularly the paraphrasing and grammar checker tools as being highly beneficial. The paraphrasing feature, for example, was noted for expanding their vocabulary. Many students mentioned encountering new words through the synonyms suggested by Quillbot, some of which they had not previously known. They felt that this feature offered alternative perspectives while maintaining the same meaning, allowing them to develop ideas further if desired.

Additionally, students reported improvements in their ability to construct clearer and more effective sentences, as they became more familiar with better phrase usage and sentence structures. As for grammar support, the grammar checker was frequently used to correct common issues such as spelling mistakes, subject-verb agreement errors, and incorrect prepositions. These corrections contributed to more grammatically accurate writing, reducing confusion for readers and improving the overall clarity of their thesis.

To gain a deeper understanding of students' experiences using Quillbot as a tool during the thesis-writing process, it is essential to examine several key aspects, including ease of use, perceived advantages, and potential challenges encountered throughout the learning journey. Based on the data gathered by the researcher, all participants reported having used Quillbot at some point in their academic writing, with some indicating that they consistently relied on it even before reaching the thesis stage.

Students generally perceived Quillbot as a helpful tool, particularly in the context of academic writing. They noted that the platform assisted them in constructing more effective sentences, improving grammatical accuracy, and

minimizing writing errors. Furthermore, Quillbot was seen as a valuable aid in the paraphrasing process, enabling students to produce higher-quality writing in less time. The tool not only enhanced the technical aspects of their writing but also boosted their confidence. Many students felt more assured in completing writing tasks, as Quillbot helped them articulate their ideas more clearly and precisely.

Next, the questionnaire results showed that students gave quite positive responses in the categories of usefulness, ease of use, behavioural intention, actual use, and satisfaction, with average scores of 79.8%, 80.4%, and 75.4%. These scores fall into the "good" category, which ranges from 61% to 80%, and most students chose "agree" or "strongly agree" for the statements given. The averages were calculated using Microsoft Excel. These results are in line with the interview findings, where students also shared that Quillbot was very helpful in supporting their thesis writing. In fact, several students mentioned that by using Quillbot, they became more familiar with new vocabulary, grammar, and how to build better sentences. So, besides being a writing tool, Quillbot also helps students improve their writing skills in a more indirect but meaningful way.

In addition, Quillbot offers a number of features that can support students in writing their thesis, although some of these tools are not used as frequently. Features like the summarizer, translator, plagiarism checker (premium version) and citation generator, while available are often overlooked, as Quillbot is primarily known for its paraphrasing capabilities. Students tend to rely on a variety of writing tools beyond Quillbot to meet their specific academic needs. During the interviews, participants mentioned several AI-based tools they frequently use, such as Grammarly for its strong grammar correction features,

Sumarizer.io for summarizing texts, Turnitin as plagiarism checher specialist, and both Google Translate and DeepL for translation tasks. They combine the use of various tools because they want to get the benefits that suit what they consider best. Although Quillbot offers similar functionalities, students prefer to use different tools for different purposes. This choice is often based on their perception of each tool's strengths and personal preferences, with the belief that each one brings a unique advantage to the writing process.

Despite the many advantages offered by writing tools like Quillbot, they are not without limitations. During the interviews, students also highlighted some drawbacks they encountered. One common issue mentioned was that the feedback provided by Quillbot was sometimes out of context or did not align with the original meaning, even if it appeared appropriate on the Quillbot interface. This highlights the fact that such tools, while helpful, should not be relied upon entirely. Their suggestions are based on algorithms and programmed patterns, which may not always capture the nuance of academic writing. Therefore, users are still advised to carefully review and evaluate the output, rather than accepting it at face value. It is important to remember that while AI tools can support the writing process, critical thinking and human judgment remain essential.

From all the findings above, it shows a relationship with previous studies such as research conducted by Mohammad (2024) related to the effectiveness of QuillBot in improving students' paraphrasing skills from the perspective of EFL teachers with findings showing that teachers view QuillBot as a valuable tool for improving students' paraphrasing skills, although some concerns have been raised regarding excessive reliance on AI, this finding is also in line with the findings of

70

the study in this thesis where students' perceptions also feel the same condition.The following is also in line with the findings by Gurbuz (2024) the results show a positive effect on students' writing performance, with qualitative data highlighting students' positive perceptions of the usefulness of QuillBot in academic writing. This finding also produces a positive impact, both directly and indirectly.

In addition, Kim's (2023) research results showed a significant increase in syntactic complexity and readability, indicating that QuillBot improves the structural quality of students' writing, this study also found similar results, where indirectly the structure of the thesis worked on by students became more focused and easier to understand, plus they also acquired new vocabulary. And further research by Bareq Raad Raheem (2023) who examined how QuillBot, Grammarly, and ChatGPT affect writing productivity, student satisfaction, and potential shortcomings. in the findings of this study students not only use QuillBot in compiling their theses but also combine it with other tools, it can be said that they combine them to get the best writing results.

Students' perceptions indicate that they experience many advantages from using Quillbot. The tool assists them in paraphrasing, translating text, and correcting grammar, which helps streamline their writing process. Quillbot also allows students to work more efficiently and complete their tasks more quickly, giving them extra time to focus on other academic responsibilities. This time-saving aspect contributes to more effective time management and reinforces the perception that Quillbot is a valuable and effective tool for supporting thesis writing.

However, students also recognized certain limitations. One concern is that several useful features are only available to premium users, making them inaccessible to those who rely on the free version. Another issue raised is the potential downside of becoming too dependent on such tools. Some students expressed concern that using Quillbot might reduce their critical thinking and writing development, as relying too heavily on AI-based support could limit the opportunity to fully engage their own cognitive abilities. This highlights the importance of using writing tools as a supplement, rather than a replacement, for one's own academic skills.

Based on the experiences of final-year students using Quillbot to compile their thesis, both positive and negative, it is clear that students' perceptions and habits around the tool evolve over time. With consistent use, students form a stronger opinion about its effectiveness. When they use it repeatedly and find it helpful, their satisfaction grows. This is supported by the positive feedback gathered through both the questionnaires and interviews conducted by the researcher, which indicated favorable responses from the students. Additionally, when the researcher further explored their thoughts by asking about recommendations for others in the thesis-writing phase or those needing assistance with academic writing, the students expressed a high level of satisfaction. As a result, many students recommended Quillbot to their peers, reinforcing that they found the tool to be valuable and beneficial.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a summary of the research findings analyzed by the researcher, along with recommendations that may serve as a reference for future researchers to continue or expand upon studies in the same field.

5.1 Conclusion

Based on the previous result that obtained, it can be concluded that students hold a positive perception of the use of QuillBot as a supporting tool in the thesis writing process. QuillBot offers a variety of benefits, including assistance in idea development, argument construction, academic vocabulary enhancement, paraphrasing, and grammar correction. These features contribute significantly to improving the academic quality of writing, enhancing clarity, and helping to structure the content in a more coherent and organized manner.

In terms of ease of use, the majority of students indicated that QuillBot is user-friendly and has an intuitive interface. The simplicity of the platform enables students to concentrate more on the substance of their writing rather than dealing with technical difficulties. This ease of use also supports time efficiency and increases productivity throughout the thesis writing process.

Furthermore, data obtained from both surveys and interviews demonstrate a high level of student satisfaction with the use of QuillBot. Most students acknowledged that the tool helped them produce better-quality writing compared to writing without any assistance. Additionally, many expressed a strong willingness to recommend QuillBot to their peers, reflecting their positive experience during the thesis preparation process.

In conclusion, QuillBot can be considered a valuable academic writing tool that meets students' needs by enhancing the quality, structure, and efficiency of thesis writing. Its effectiveness, user-friendly design, and overall positive reception among users indicate its potential as a reliable support system for students engaged in academic writing, particularly in the context of thesis completion.

5.2 Suggestion

Based on the findings presented in the previous chapter regarding students' experiences using QuillBot during the thesis writing process, the researcher offers several suggestions that may serve as useful guidance for students, educators, and future researchers.

1. For Student

    The researcher suggests that students consider using QuillBot as a supportive tool in their writing process, both for thesis writing and other academic tasks. QuillBot offers a range of features that can enhance the quality of academic writing. However, it is important for students not to become overly dependent on this technology, as it remains a programmed tool and may still produce errors. Therefore, students are encouraged to carefully review and manually verify the content to ensure accuracy and alignment with the intended meaning.

2. For Teacher

    The researcher recommends that teachers incorporate QuillBot as a supplementary tool in writing instruction while maintaining a balance to prevent overreliance on the technology. Educators are advised to provide

clear guidance on its appropriate use and to encourage students to remain actively engaged in the learning process by applying their own skills alongside technological support.

3. Future Research

Future researchers are encouraged to conduct more comprehensive investigations into the various features offered by QuillBot. Further studies could explore how each specific feature influences different aspects of students' writing skills or in the different area dicussed. On the other hand, technological developments will continue and will still require further research regarding the impacts they have. By examining these elements in greater detail, future research may offer deeper insights into the educational potential of QuillBot and how its use can be optimized to enhance academic writing development.

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Appendix I Instrument of Questionaire

Instrument of Questionaire

EFL STUDENTS PERCEPTION AND SATISFACTION TOWARDS THE USE OF QUILLBOT AS TOOL IN THESIS WRITING

- Strongly Disagree   = SD
- Disagree   = D
- Netral   = N
- Agree   = A
- Strongly Agree   = SA

Student perceptions of the usefulness of Quillbot as a writing tool in compiling thesis

Statements	SD	D	N	A	SA
I feel that QuillBot helps me develop ideas and construct arguments in my thesis writing.					
I feel that the features offered by QuillBot help me write more academically and with more variety in my thesis.					

Statements	SD	D	N	A	SA
I feel that QuillBot reduces grammatical and spelling errors in my thesis.					
I feel that using QuillBot helps me write my thesis more effectively and efficiently.					
I feel that QuillBot helps me understand how to write with better structure in my thesis.					

Student perceptions of the ease of use of Quillbot as a writing tool in compiling thesis

Statements	SD	D	N	A	SA
I feel that QuillBot is easy to use for assisting the thesis writing process.					
I feel that I did not experience technical difficulties while using					

Statements	SD	D	N	A	SA
QuillBot to write my thesis.					
I feel that the features available in QuillBot are easy to understand and use in an academic context.					
I feel that I do not need much effort to learn how to use QuillBot.					
I feel that I was able to quickly adapt to using QuillBot in my thesis writing.					

Behaviour intention, actual use, and satisfaction in using Quillbot as a writing tool in compiling thesis

Statements	SD	D	N	A	SA
I feel satisfied with the paraphrasing results and grammar					

suggestions provided by QuillBot.					
I feel that using QuillBot makes me more confident in writing my thesis.					
I feel that QuillBot provides better results compared to writing without any tool assistance.					
I feel that I would recommend QuillBot to other students who are writing their thesis.					
Overall, I feel satisfied with my experience using QuillBot in writing my thesis.					

Instrument of Interview

EFL STUDENTS PERCEPTION AND SATISFACTION TOWARDS THE USE OF QUILLBOT AS TOOL IN THESIS WRITING

Demography question
Do you often use Quillbot in your thesis writing process?

Usefullness
1. How is your experience in using QuillBot to develop ideas and construct arguments in your thesis?
2. Do you feel that QuillBot's paraphrasing results make your thesis writing more varied and of better quality?
3. How much has QuillBot helped you reduce grammar and spelling errors
4. Do you think that with QuillBot the thesis writing process becomes faster and more efficient? Why?
5. Do you learn or understand how to compose a good thesis after using quilbot?

Ease of use

6. How easy is it for you to understand and use QuillBot to help you in writing your thesis?
7. Have you ever experienced technical issues while using QuillBot? If so, how did you overcome them?
8. What do you think about the features provided by QuillBot, are there any features that you find difficult to use or do not suit your academic needs?

Satisfaction, behavioural intention and actual use

9. How satisfied are you with the results provided by QuillBot, especially paraphrasing and grammar correction?
- Are you feel more confident with your writing with the help of Quillbot?
- Do the results provided by quillbot make your thesis better than not using any tools?
- Are you feel more confident with your writing with the help of Quillbot?
10. Overall, are you satisfied with using Quillbot to help you write your thesis?
11. Would you recommend it to other students who are also in the thesis writing phase, and might you continue to use QuillBot for other academic needs?

Advantages and disadvantages

12. What do you think are the advantages and disadvantages of using Quillbot as a writing aid in academics, especially for thesis writing?

Appendix III Results of questionnaire

1. I feel that QuillBot helps me develop ideas and construct arguments in my thesis writing.
30 jawaban
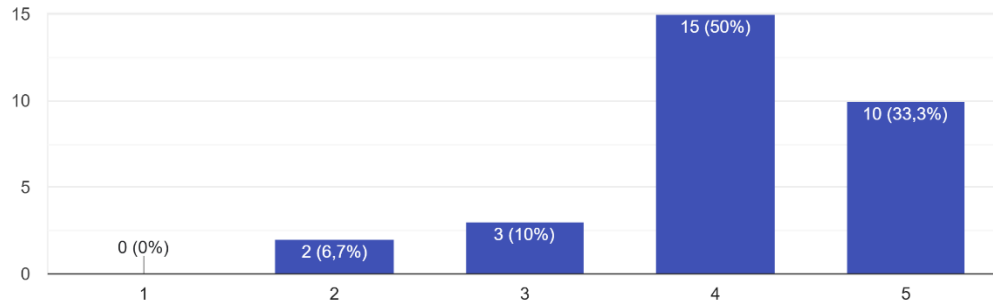
2. I feel that the features offered by QuillBot help me write more academically and with more variety in my thesis.
30 jawaban
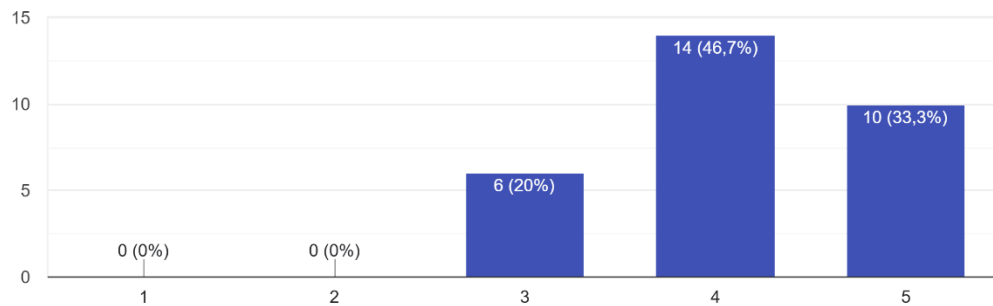
3. I feel that QuillBot reduces grammatical and spelling errors in my thesis.
30 jawaban
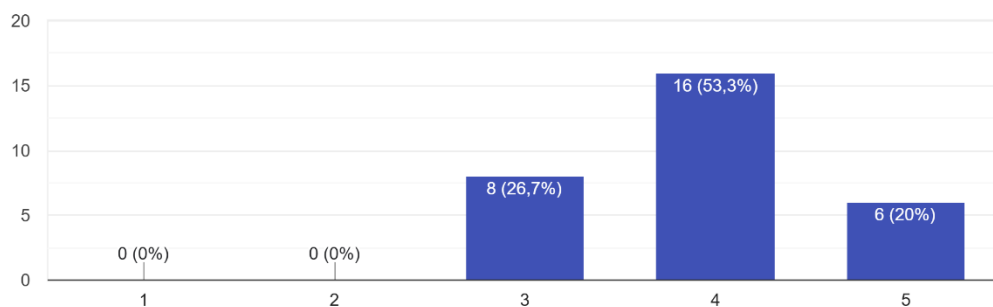
4. I feel that using QuillBot helps me write my thesis more effectively and efficiently.

30 jawaban
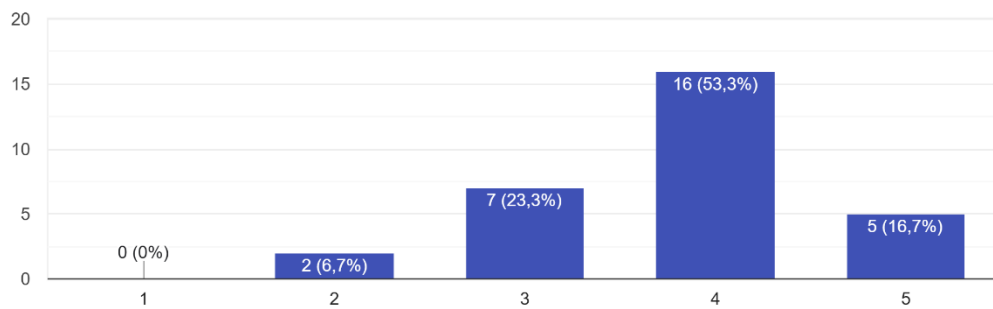
5. I feel that QuillBot helps me understand how to write with better structure in my thesis.

30 jawaban
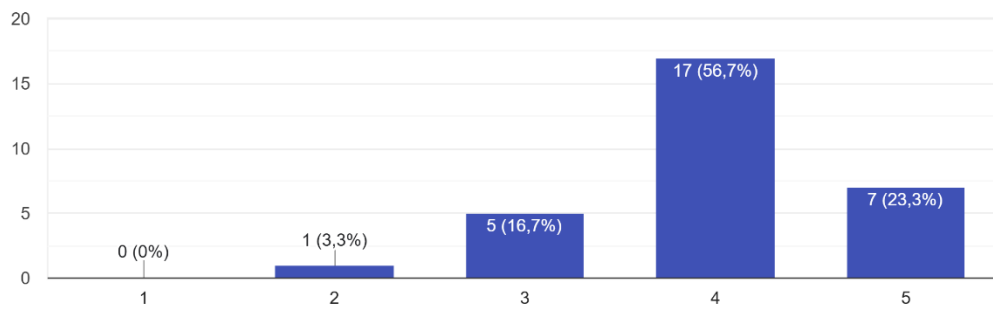
6. I feel that QuillBot is easy to use for assisting the thesis writing process.

30 jawaban
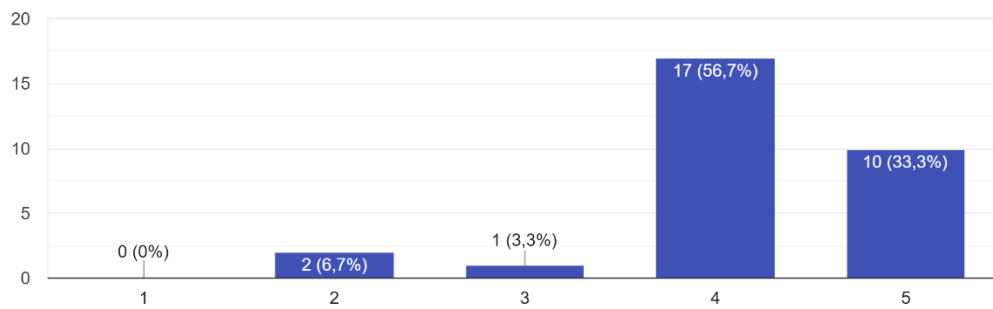
7. I feel that I did not experience technical difficulties while using QuillBot to write my thesis.

30 jawaban
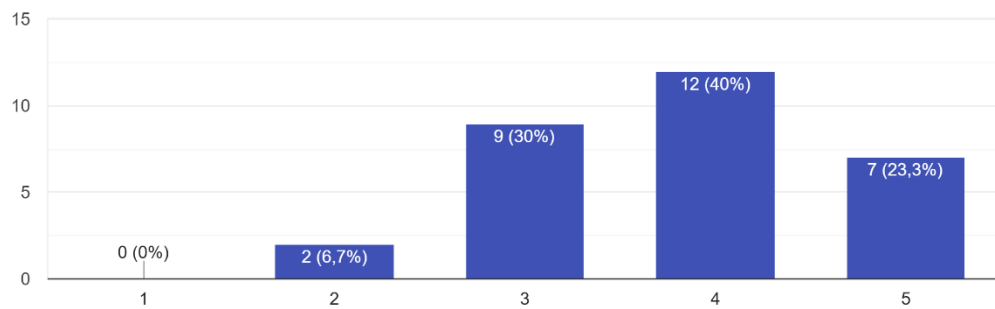
8. I feel that the features available in QuillBot are easy to understand and use in an academic context.

30 jawaban
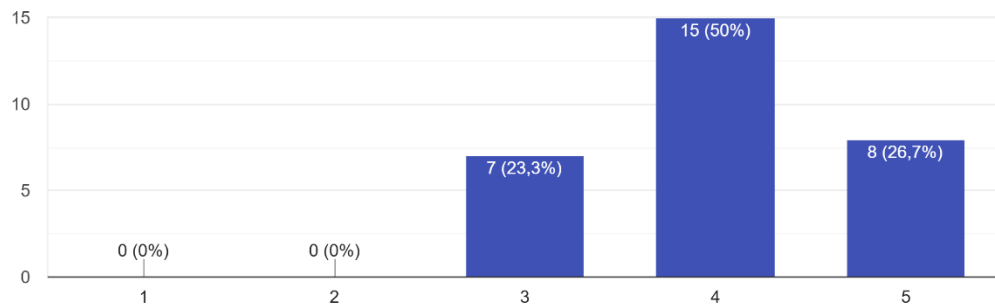
9. I feel that I do not need much effort to learn how to use QuillBot.

30 jawaban
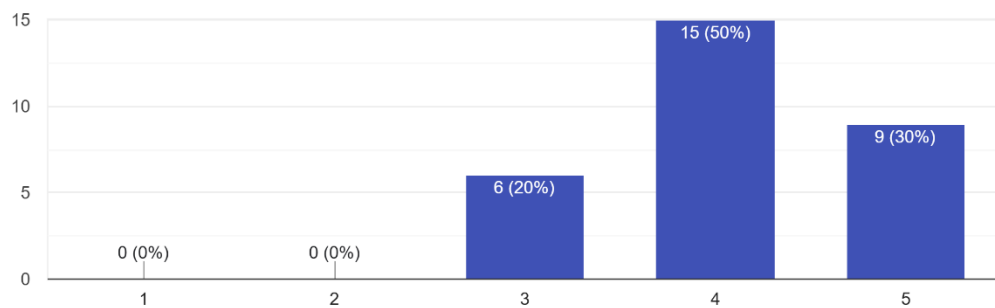
10. I feel that I was able to quickly adapt to using QuillBot in my thesis writing.
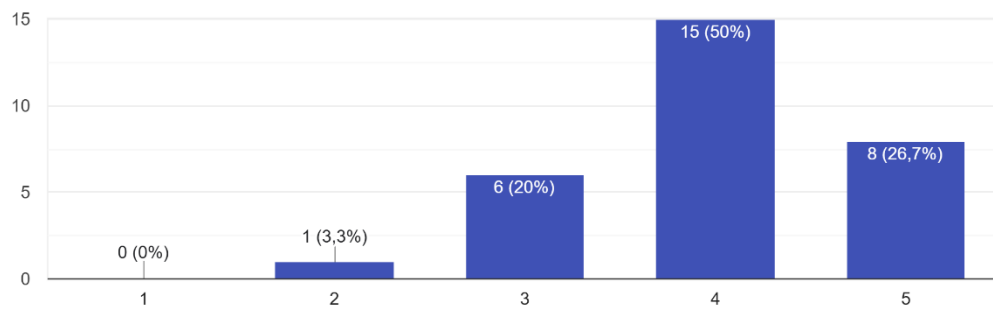
30 jawaban

11. I feel satisfied with the paraphrasing results and grammar suggestions provided by QuillBot.

30 jawaban
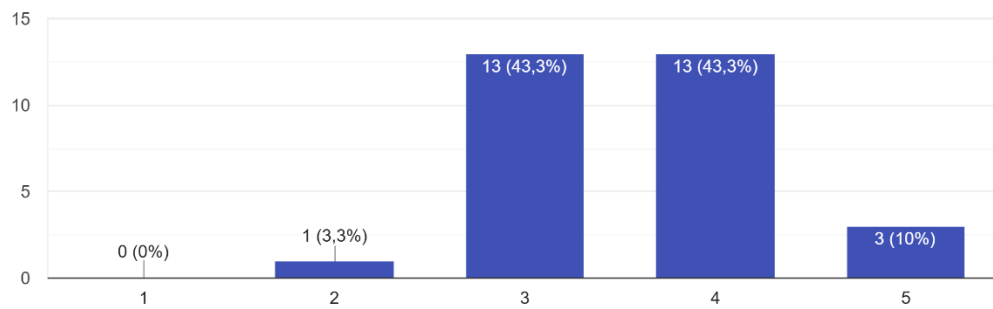
12. I feel that using QuillBot makes me more confident in writing my thesis.
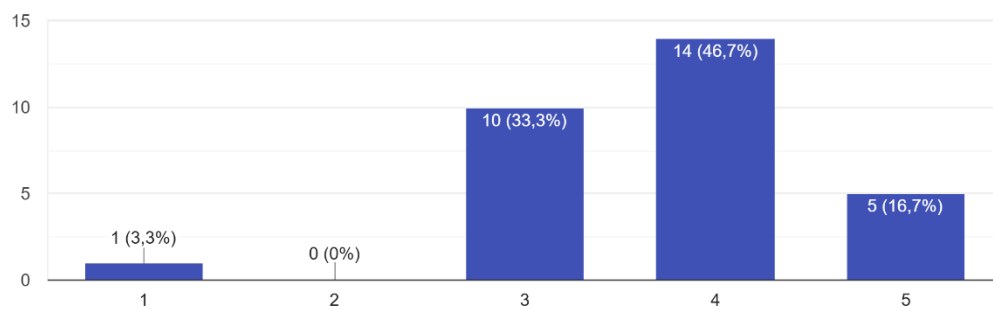
30 jawaban

13. I feel that QuillBot provides better results compared to writing without any tool assistance.

30 jawaban
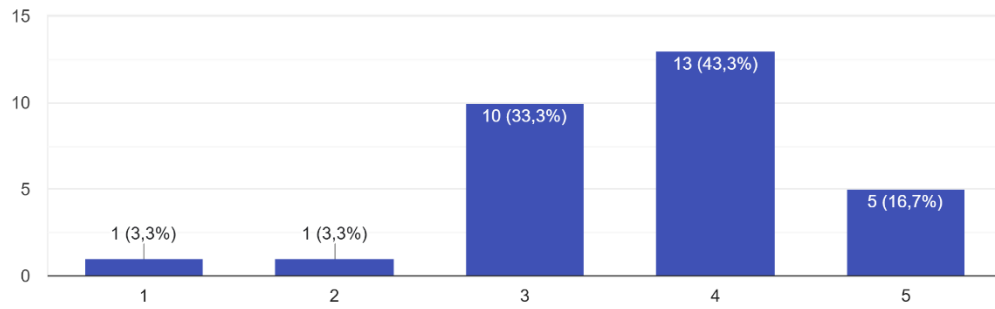
14. I feel that I would recommend QuillBot to other students who are writing their thesis.

30 jawaban
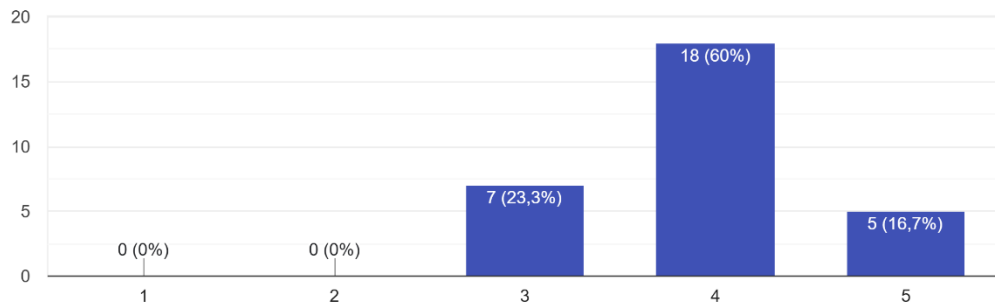
15. Overall, I feel satisfied with my experience using QuillBot in writing my thesis.

30 jawaban
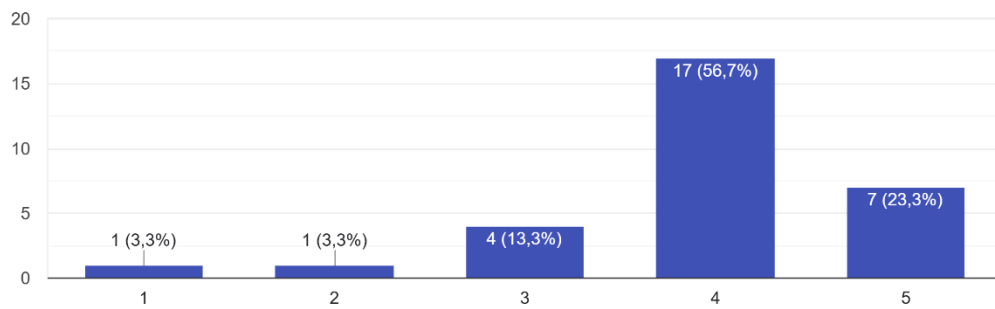
Appendix IV Result of questionnaire

No	Statements	SD	D	N	A	SA
1	I feel that QuillBot helps me develop ideas and construct arguments in my thesis writing.	0%	6,7% (2)	10% (3)	50% (15)	33,3% (10)
2	I feel that the features offered by QuillBot help me write more academically and with more variety in my thesis.	0%	0%	20% (6)	46,7% (14)	33,3% (10)
3	I feel that QuillBot reduces grammatical and spelling errors in my thesis.	0%	0%	26,7% (8)	53,3% (16)	20% (6)
4	I feel that using QuillBot helps me write my thesis more effectively and efficiently.	0%	6,7% (2)	23,3% (7)	53,3% (16)	16,7% (5)
5	I feel that QuillBot helps	0%	3,3%	16,7%	56,7%	23,3%

	me understand how to write with better structure in my thesis.		(1)	(5)	(17)	(7)
6	I feel that QuillBot is easy to use for assisting the thesis writing process.	0% (0)	6,7% (2)	3,3% (1)	56,7 (17)	33,3 (10)
7	I feel that I did not experience technical difficulties while using QuillBot to write my thesis.	0% (0)	6,7% (2)	30% (9)	40% (12)	23,3% (7)
8	I feel that the features available in QuillBot are easy to understand and use in an academic context.	0% (0)	0% (0)	23,3% (7)	50% (15)	26,7% (8)
9	I feel that I do not need much effort to learn how to use QuillBot.	0% (0)	0% (0)	20% (6)	50% (15)	30% (9)
10	I feel that I was able to quickly adapt to using QuillBot in my	0% (0)	3,3% (1)	20% (6)	50% (15)	26,7 (8)

	thesis writing.					
11	I feel satisfied with the paraphrasing results and grammar suggestions provided by QuillBot.	0% (0)	3,3% (1)	43,3% (13)	43,3% (13)	10% (3)
12	I feel that using QuillBot makes me more confident in writing my thesis.	3,3% (1)	0% (0)	33,3% (10)	46,7% (14)	16,7% (5)
13	I feel that QuillBot provides better results compared to writing without any tool assistance.	3,3% (1)	3,3% (1)	33,3% (10)	43,3% (13)	16,7% (5)
14	I feel that I would recommend QuillBot to other students who are writing their thesis.	0% (0)	0% (0)	23,3% (7)	60% (18)	16,7% (5)
15	Overall, I feel satisfied with my experience using QuillBot in writing my thesis.	3,3% (1)	3,3% (1)	13,3% (4)	56,7% (17)	23,3% (7)

Perceived usefullness

Cap waktu	Nama	Program Studi	Angkatan	U1	U2	U3	U4	U5	Jumlah skor	Skor Maksimal	Persentase	Persentase Rata-Rata
2025/04/07 10:13:02 PM GMT	R1	English Education Departme	2020	4	4	4	4	4	20	25	80	
2025/04/09 1:54:20 PM GMT	R2	English Education Departme	2021	4	5	4	4	5	22	25	88	
2025/04/09 5:17:51 PM GMT	R3	English Education Departme	2021	4	4	4	4	4	20	25	80	
2025/04/09 5:19:34 PM GMT	R4	English Education Departme	2021	5	5	5	5	5	25	25	100	
2025/04/09 5:32:24 PM GMT	R5	English Education Departme	2021	5	5	5	5	5	25	25	100	
2025/04/09 5:36:13 PM GMT	R6	English Education Departme	2021	5	4	4	4	4	21	25	84	
2025/04/09 5:36:53 PM GMT	R7	English Education Departme	2021	5	5	3	4	5	22	25	88	
2025/04/09 6:51:43 PM GMT	R8	English Education Departme	2021	5	5	3	4	4	21	25	84	
2025/04/09 9:54:54 PM GMT	R9	English Education Departme	2021	3	3	3	3	4	16	25	64	
2025/04/09 10:00:29 PM GMT	R10	English Education Departme	2021	4	4	4	4	4	20	25	80	
2025/04/10 6:19:17 AM GMT	R11	English Education Departme	2021	5	5	4	4	4	22	25	88	
2025/04/10 7:21:09 AM GMT	R12	English Education Departme	2021	4	3	5	4	5	21	25	84	
2025/04/10 10:45:12 AM GMT	R13	English Education Departme	2021	5	4	4	5	4	22	25	88	
2025/04/10 1:56:14 PM GMT	R14	English Education Departme	2020	5	4	4	4	4	21	25	84	
2025/04/10 6:41:17 PM GMT	R15	English Education Departme	2021	5	5	5	5	5	25	25	100	79,86666667
2025/04/12 10:25:59 AM GMT	R16	English Education Departme	2020	4	4	4	4	4	20	25	80	
2025/04/13 12:00:49 PM GMT	R17	English Education Departme	2020	4	5	4	3	4	20	25	80	
2025/04/13 12:05:27 PM GMT	R18	English Education Departme	2020	4	4	3	4	4	19	25	76	
2025/04/13 12:15:16 PM GMT	R19	English Education Departme	2020	5	5	3	5	5	23	25	92	
2025/04/13 12:54:49 PM GMT	R20	English Education Departme	2020	2	3	3	2	2	12	25	48	
2025/04/13 1:04:06 PM GMT	R21	English Education Departme	2020	4	3	4	4	4	19	25	76	
2025/04/13 1:06:36 PM GMT	R22	English Education Departme	2020	2	4	3	2	3	14	25	56	
2025/04/13 2:39:41 PM GMT	R23	English Education Departme	2020	3	4	5	3	3	18	25	72	
2025/04/13 4:29:06 PM GMT	R24	English Education Departme	2020	4	4	3	3	4	18	25	72	
2025/04/13 7:32:04 PM GMT	R25	English Education Departme	2020	4	4	4	3	3	18	25	72	
2025/04/13 7:32:11 PM GMT	R26	English Education Departme	2020	3	3	4	3	3	16	25	64	
2025/04/13 7:38:17 PM GMT	R27	English Education Departme	2020	4	4	4	4	4	20	25	80	
2025/04/13 8:06:54 PM GMT	R28	English Education Departme	2020	4	4	4	4	4	20	25	80	
2025/04/13 9:38:29 PM GMT	R29	English Education Departme	2020	4	5	5	4	4	22	25	88	
2025/04/14 6:59:36 AM GMT	R30	English Education Departme	2020	4	3	4	3	3	17	25	68	
Jumlah Skor				123	124	118	114	120				
Skor Maksimal				150	150	150	150	150				
Persentase				82	82,667	78,667	76	80				
Persentase Rata-Rata				79,86666667								

Preceived Ease of Use

Cap waktu	Nama	Program Studi	Angkatan	E1	E2	E3	E4	E5	Jumlah skor	Skor Maksimal	Persentase	Persentase Rata-Rat
2025/04/07 10:13:02 PM GMT	R1	English Education Departme	2020	4	4	4	4	4	20	25	80	
2025/04/09 1:54:20 PM GMT	R2	English Education Departme	2021	4	5	4	4	4	21	25	84	
2025/04/09 5:17:51 PM GMT	R3	English Education Departme	2021	4	3	3	4	4	18	25	72	
2025/04/09 5:19:34 PM GMT	R4	English Education Departme	2021	5	5	5	5	5	25	25	100	
2025/04/09 5:32:24 PM GMT	R5	English Education Departme	2021	5	5	5	5	5	25	25	100	
2025/04/09 5:36:13 PM GMT	R6	English Education Departme	2021	5	4	4	3	4	20	25	80	
2025/04/09 5:36:53 PM GMT	R7	English Education Departme	2021	5	3	4	5	5	22	25	88	
2025/04/09 6:51:43 PM GMT	R8	English Education Departme	2021	5	4	5	5	4	23	25	92	
2025/04/09 9:54:54 PM GMT	R9	English Education Departme	2021	4	4	4	4	3	19	25	76	
2025/04/09 10:00:29 PM GMT	R10	English Education Departme	2021	4	4	4	4	4	20	25	80	
2025/04/10 6:19:17 AM GMT	R11	English Education Departme	2021	4	4	4	4	4	20	25	80	
2025/04/10 7:21:09 AM GMT	R12	English Education Departme	2021	5	2	5	5	5	22	25	88	
2025/04/10 10:45:12 AM GMT	R13	English Education Departme	2021	4	5	5	4	4	22	25	88	
2025/04/10 1:56:14 PM GMT	R14	English Education Departme	2020	4	3	3	3	3	16	25	64	
2025/04/10 6:41:17 PM GMT	R15	English Education Departme	2021	5	4	5	5	5	24	25	96	80,4
2025/04/12 10:25:59 AM GMT	R16	English Education Departme	2020	4	4	4	4	4	20	25	80	
2025/04/13 12:00:49 PM GMT	R17	English Education Departme	2020	3	3	3	3	3	15	25	60	
2025/04/13 12:05:27 PM GMT	R18	English Education Departme	2020	4	3	3	4	3	17	25	68	
2025/04/13 12:15:16 PM GMT	R19	English Education Departme	2020	4	5	5	5	5	24	25	96	
2025/04/13 12:54:49 PM GMT	R20	English Education Departme	2020	2	3	4	4	4	17	25	68	
2025/04/13 1:04:06 PM GMT	R21	English Education Departme	2020	4	3	4	3	4	18	25	72	
2025/04/13 1:06:36 PM GMT	R22	English Education Departme	2020	2	4	3	4	3	16	25	64	
2025/04/13 2:39:41 PM GMT	R23	English Education Departme	2020	5	2	3	3	4	17	25	68	
2025/04/13 4:29:06 PM GMT	R24	English Education Departme	2020	4	4	4	4	5	21	25	84	
2025/04/13 7:32:04 PM GMT	R25	English Education Departme	2020	5	4	4	4	4	21	25	84	
2025/04/13 7:32:11 PM GMT	R26	English Education Departme	2020	4	4	4	4	3	19	25	76	
2025/04/13 7:38:17 PM GMT	R27	English Education Departme	2020	4	3	3	3	2	15	25	60	
2025/04/13 8:06:54 PM GMT	R28	English Education Departme	2020	4	5	4	5	4	22	25	88	
2025/04/13 9:38:29 PM GMT	R29	English Education Departme	2020	5	5	5	5	5	25	25	100	
2025/04/14 6:59:36 AM GMT	R30	English Education Departme	2020	4	3	4	4	4	19	25	76	
Jumlah Skor				125	114	121	123	120				
Skor Maksimal				150	150	150	150	150				
Persentase				83,333	76	80,667	82	80				
Persentase Rata-Rata				80,4								

Table 1

Cap waktu	Nama	Program Studi	Angkatan	Satisfaction					Jumlah skor	Skor Maksimal	Persentase	Persentase Rata-Rata
				S1	S2	S3	S4	S5				
2025/04/07 10:13:02 PM GMT	R1	English Education Departme	2020	4	4	4	4	4	20	25	80	
2025/04/09 1:54:20 PM GMT	R2	English Education Departme	2021	4	4	4	4	4	20	25	80	
2025/04/09 5:17:51 PM GMT	R3	English Education Departme	2021	4	3	3	4	4	18	25	72	
2025/04/09 5:19:34 PM GMT	R4	English Education Departme	2021	5	5	5	5	5	25	25	100	
2025/04/09 5:32:24 PM GMT	R5	English Education Departme	2021	5	5	5	5	5	25	25	100	
2025/04/09 5:36:13 PM GMT	R6	English Education Departme	2021	4	4	3	4	5	20	25	80	
2025/04/09 5:36:53 PM GMT	R7	English Education Departme	2021	5	5	3	4	5	22	25	88	
2025/04/09 6:51:43 PM GMT	R8	English Education Departme	2021	4	4	4	5	4	21	25	84	
2025/04/09 9:54:54 PM GMT	R9	English Education Departme	2021	3	3	3	4	3	16	25	64	
2025/04/09 10:00:29 PM GM	R10	English Education Departme	2021	4	4	4	4	4	20	25	80	
2025/04/10 6:19:17 AM GMT	R11	English Education Departme	2021	4	4	4	4	4	20	25	80	
2025/04/10 7:21:09 AM GMT	R12	English Education Departme	2021	2	5	5	4	4	20	25	80	
2025/04/10 10:45:12 AM GMT	R13	English Education Departme	2021	4	3	4	5	5	21	25	84	
2025/04/10 1:56:14 PM GMT	R14	English Education Departme	2020	4	3	3	4	3	17	25	68	
2025/04/10 6:41:17 PM GMT	R15	English Education Departme	2021	4	5	5	4	4	22	25	88	75,46666667
2025/04/12 10:25:59 AM GMT	R16	English Education Departme	2020	4	4	4	4	4	20	25	80	
2025/04/13 12:00:49 PM GMT	R17	English Education Departme	2020	4	4	4	4	4	20	25	80	
2025/04/13 12:05:27 PM GMT	R18	English Education Departme	2020	3	3	4	4	4	18	25	72	
2025/04/13 12:15:16 PM GMT	R19	English Education Departme	2020	3	4	3	3	5	18	25	72	
2025/04/13 12:54:49 PM GMT	R20	English Education Departme	2020	3	1	1	3	1	9	25	36	
2025/04/13 1:04:06 PM GMT	R21	English Education Departme	2020	3	3	2	3	2	13	25	52	
2025/04/13 1:06:36 PM GMT	R22	English Education Departme	2020	3	4	3	4	4	18	25	72	
2025/04/13 2:39:41 PM GMT	R23	English Education Departme	2020	3	4	4	3	4	18	25	72	
2025/04/13 4:29:06 PM GMT	R24	English Education Departme	2020	3	3	3	3	4	16	25	64	
2025/04/13 7:32:04 PM GMT	R25	English Education Departme	2020	3	4	3	3	3	16	25	64	
2025/04/13 7:32:11 PM GMT	R26	English Education Departme	2020	3	3	4	3	3	16	25	64	
2025/04/13 7:38:17 PM GMT	R27	English Education Departme	2020	3	3	4	4	4	18	25	72	
2025/04/13 8:06:54 PM GMT	R28	English Education Departme	2020	4	4	5	4	4	21	25	84	
2025/04/13 9:38:29 PM GMT	R29	English Education Departme	2020	3	4	3	5	5	20	25	80	
2025/04/14 6:59:36 AM GMT	R30	English Education Departme	2020	3	3	4	4	4	18	25	72	
		Jumlah Skor		108	112	110	118	118				
		Skor Maksimal		150	150	150	150	150				
		Persentase		72	74,667	73,333	78,667	78,667				
		Persentase Rata-Rata		75,46666667								

Table 2

Cap waktu	Nama	Program Studi	Angkatan	Perceived usefullness					Preceived Ease of Use					Satisfaction				
				U1	U2	U3	U4	U5	E1	E2	E3	E4	E5	S1	S2	S3	S4	S5
2025/04/07 10:13:02 PM GMT	Ahmad Rashif	English Education Department	2020	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2025/04/09 1:54:20 PM GMT	Rahma Lia Indah	English Education Department	2021	4	5	4	4	5	4	5	4	4	4	4	4	4	4	4
2025/04/09 5:17:51 PM GMT	Tiara Nadiya Itabi Wahya	English Education Department	2021	4	4	4	4	4	4	3	4	4	4	4	3	3	4	4
2025/04/09 5:19:34 PM GMT	Maulidya Rovadinda	English Education Department	2021	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
2025/04/09 5:32:24 PM GMT	A. Difa Ichsanul Arief	English Education Department	2021	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
2025/04/09 5:36:13 PM GMT	Fanisa Zahrani Firsta	English Education Department	2021	5	4	4	4	4	5	4	4	3	4	4	4	3	4	5
2025/04/09 5:36:53 PM GMT	Khumairo Qurrotu'ain	English Education Department	2021	5	5	3	4	5	5	3	4	5	5	5	5	3	4	5
2025/04/09 6:51:43 PM GMT	Alfi Nur Nadiva Soetam Rizky	English Education Department	2021	5	5	3	4	4	5	4	5	5	4	4	4	4	5	4
2025/04/09 9:54:54 PM GMT	Sa'idatul Fikriah	English Education Department	2021	3	3	3	3	4	4	4	4	3	3	3	3	3	4	3
2025/04/09 10:00:29 PM GM	Muhammad Bunayya	English Education Department	2021	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2025/04/10 6:19:17 AM GMT	Francisca Shinta	English Education Department	2021	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4
2025/04/10 7:21:09 AM GMT	Asyam Albana	English Education Department	2021	4	3	5	4	5	5	2	5	5	5	2	5	5	4	4
2025/04/10 10:45:12 AM GMT	Falih Shafiu Rozaq	English Education Department	2021	5	4	4	5	4	4	5	5	4	4	4	3	4	5	5
2025/04/10 1:56:14 PM GMT	Firman Cahya Ardika	English Education Department	2020	5	4	4	4	4	3	3	3	3	3	4	3	3	4	3
2025/04/10 6:41:17 PM GMT	Nafisatul Adawiyah	English Education Department	2021	5	5	5	5	5	5	4	5	5	5	4	5	5	4	4
2025/04/12 10:25:59 AM GMT	Mohammad Fachrijan	English Education Department	2020	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2025/04/13 12:00:49 PM GMT	Ahmad Huzaini	English Education Department	2020	4	5	4	3	4	3	3	3	3	3	4	4	4	4	4
2025/04/13 12:05:27 PM GMT	Clarisa Agustin	English Education Department	2020	4	4	3	4	4	4	4	3	4	3	3	3	4	4	4
2025/04/13 12:15:16 PM GMT	Moh Alfian Habibulloh	English Education Department	2020	5	5	3	5	5	4	5	5	5	5	3	4	3	3	5
2025/04/13 12:54:49 PM GMT	Shofia Kamal	English Education Department	2020	2	3	3	2	2	2	3	4	4	3	3	1	1	3	1
2025/04/13 1:04:06 PM GMT	Almer Miqdad	English Education Department	2020	4	3	4	4	4	4	3	4	3	4	3	3	2	3	2
2025/04/13 1:06:36 PM GMT	Alfi Thoyyibah	English Education Department	2020	2	4	4	2	3	2	4	3	4	4	3	4	3	4	4
2025/04/13 2:39:41 PM GMT	Nurziadatul Ummi	English Education Department	2020	3	4	5	3	3	5	2	3	3	4	3	4	4	3	4
2025/04/13 4:29:06 PM GMT	Zalsabilla Laily Noverita	English Education Department	2020	4	4	3	3	4	4	4	4	4	5	3	3	3	3	4
2025/04/13 7:32:04 PM GMT	Ilman	English Education Department	2020	4	4	4	3	3	5	4	4	4	4	3	4	3	3	3
2025/04/13 7:32:11 PM GMT	Fitrotuz Zakiah	English Education Department	2020	3	3	4	3	3	4	4	4	4	3	3	3	4	3	3
2025/04/13 7:38:17 PM GMT	Muhammad Rizky Bagus Abdi Yu	English Education Department	2020	4	4	4	4	4	4	3	3	3	2	3	3	4	4	4
2025/04/13 8:06:54 PM GMT	Afdhirotul Isna Amala	English Education Department	2020	4	4	4	4	4	4	5	4	5	4	4	4	5	4	4
2025/04/13 9:38:29 PM GMT	Nazula Silma	English Education Department	2020	4	5	5	4	4	5	5	5	5	5	3	4	3	5	5
2025/04/14 6:59:36 AM GMT	Jihan Rildha Adibah	English Education Department	2020	4	3	4	3	3	4	3	4	4	4	3	3	4	4	4

Transcript of interview

Researcher (R)

Participant (S)

Demographic Question	
R	*"Do you often use quillbot? especially in compiling a thesis"*
S1	*"Yes, I often use it"*
S2	*"Quite often"*
S3	*"Often enough"*
Perception of Quillbot's usefulness as a writing tool in compiling a thesis	
R	*"How is your experience in using QuillBot to develop ideas and construct arguments in your thesis?"*
S1	*"For my own experience in using quillbot is very helpful after I use quillbot I get various ideas to compile my thesis develop my ideas and connect them with various idea with the contents of my thesis more or less like that. So when quillbot gives feedback in the form of sentences or words I can directly connect it to the context of the discussion or maybe the development of other ideas indirectly so that my ideas or paragraphs can develop further."*
S2	*"My experience regarding idea development, during my time using Quillbot, I have not felt any development, if constructing the argument is indeed correct, on the other hand I also think that with the new suggestions provided by Quillbot, it is possible that with these suggestions new ideas will emerge."*
S3	*"My experience is quite helpful, especially when experiencing a dead end in composing sentences or finding another way to convey ideas. QuillBot presents clearer and more structured alternative sentences, this enriches my perspective when writing. Indirectly, quillbot also helps me to understand how to structure my thesis to be structured, connected between paragraphs"*
R	*"Do you feel that QuillBot's paraphrasing results make your thesis writing more varied and of better quality? If so, can you give an explanation of how this can happen?"*
S1	*"I feel that's true, because when I compare between using and not using quillbot, the level of variation in the use of word diction or sentence usage in my thesis is very different and it's better if I use quillbot. For the explanation, we can find out the result or feedback suggestions from quillbot about how the results will be more varied from our choices if given suggestions like this and like that and of course for more suggestions for word diction choices and tend to adjust the context we provide, especially in terms of academic contexts."*
S2	*"Yes, I think my thesis writing is more varied and better. In my case, the feedback from Quillbot itself often uses more academic vocabulary than mine, and often my sentence structure is not coherent, but Quillbot gives suggestions to make the sentence structure coherent."*

S3	*"Yes, the paraphrasing results make my writing more varied and avoid repetition. For example, a simple sentence can be changed into a more complex and formal academic sentence."*
R	*"How much has QuillBot helped you reduce grammar and spelling errors?"*
S1	*"I think this is very helpful, because sometimes humans make writing errors such as typos, wrong grammar, or word choices that are not in accordance with the academic context, and so on."*
S2	*"It is quite helpful in correcting my writing because I often experience writing errors, both grammatical and spelling errors."*
S3	*"QuillBot is very effective at correcting grammar and spelling. My experience is there was an incorrect passive sentence, and QuillBot suggest it to a more academically correct active version."*
R	*"Do you think that with QuillBot the thesis writing process becomes faster and more efficient? Why?"*
S1	*"Yes, faster and more efficient. Because we get suggestions whereas if we do it ourselves purely from our knowledge it might be limited, if you think about it, Quillbot provides suggestions to help correct vocabulary, paraphrase, grammar, so it is faster and more efficient in terms of time, and of course it saves me time to do other things, because the thesis requires quite a lot of things to be done"*
S2	*"Yes of course, because with its various features it can lighten all my work, indirectly it also speeds up my writing process."*
S3	*"It really speeds up the process because I don't have to manually repeat my own writing for variations or revisions. Just one click, and several alternative sentences are immediately available"*
R	*"Do you learn or understand how to compose a good thesis after using quilbot?"*
S1	*"Yes I understand, sometimes my writing finds the wrong placement of structure especially paragraphs, quillbot immediately corrects that my writing should be in another paragraph and is immediately sorted so that it continues from one structure to another, so that i get a clearer and easier to understand sequence"*
S2	*"Yes, I learned indirectly, even though Quillbot only gave feedback, my subconscious realized that good writing is like this: sequential, not confusing, and clear."*
S3	*"...Quillbot also helps me to understand how to structure my thesis, connecting between paragraphs"*
Perceived ease of use of Quillbot as a writing tool in compiling a thesis	
R	*"How easy is it for you to understand and use QuillBot to help you in writing your thesis?"*
S1	*"For me it is very easy because the application itself has very easy features on its dashboard, its appearance, the explanation of the icons presented also makes it easy for users so that users can easily understand it, even laypeople may be able to see it once but only need adaptation."*
S2	*"In my opinion, the operation of Quillbot itself is quite easy and not too complicated, even it is suitable for beginners."*

S3	*"It's pretty easy. The interface is simple and I was able to use it right away without any special tutorials."*
R	*"Have you ever experienced technical issues while using QuillBot? If so, how did you overcome them?"*
S1	*"For technical issues, I rarely experience them. Maybe sometimes the only issue is the internet connection, so it needs a stable connection. But overall it's safe."*
S2	*"During my time using Quillbot, I have never experienced any technical issues, overall it works well."*
S3	*"Yes, especially when the internet connection is slow. The paraphrasing feature doesn't appear immediately. Usually I refresh the page or wait a while."*
R	*"What do you think about the features provided by QuillBot, are there any features that you find difficult to use or do not suit your academic needs?"*
S1	*"In my opinion, the features are quite easy to use and easy to understand so that I rarely cause confusion in their interpretation and in terms of suitability I think it is very suitable for academic needs."*
S2	*"In my opinion, the features in quillbot are quite complete, such as grammar checker, paraphrase, and other features that are very suitable for academic needs, and in my opinion, all the features in quillbot are quite easy to understand and use."*
S3	*"Features like Grammar Checker and Formal mode (paraphrasing) are very useful for academic writing. However, some modes like Creative or Fluency sometimes produce sentences that are too casual for a thesis."*
Behavioral intention, actual use, and satisfaction in using Quillbot as a writing tool in compiling a thesis ||
R	*"How satisfied are you with the results provided by QuillBot? What about the result of the paraphrasing and grammar correction?"*
S1	*"I am satisfied, because both the paraphrasing and grammar checker results give good and reasonable results, although the parphrasing is sometimes outside the context of the discussion and needs checking, but in general its fine."*
S2	*"Satisfied enough, with the results given by Quillbot, both are very useful for me especially in terms of paraphrasing where in the process of compiling this thesis there is something called plagiarism, so paraphrasing helps me overcome this, next the grammar checking is also good and reduces my grammar mistakes."*
S3	*"Quite satisfied. Although not always perfect, the results are very helpful as a step in revising thesis or improving the quality of writing."*
R	*"Are you feel more confident with your writing with the help of Quillbot?"*
S1	*"I am more confident, because I find that the results provided by Quillbot are better than my sentences, both in terms of ideas and word choice."*
S2	*"Quite confident, because Quillbot immediately gave feedback with good quality compared to my own creation, but I still need to double check."*
S3	*"Yes, I am more confident because Quillbot provides feedback that is*

	connected with academic sentences that are appropriate for writing a thesis.”
R	*“Do the results provided by quillbot make your thesis better than not using any tools?”*
S1	*“I think it's better, because I personally sometimes don't know where the shortcomings of my writing are, by using Quillbiot I am given suggestions to make my sentences more academic and clear.”*
S2	*“The results that Quillbot gives are quite good compared to when I don't use it, because from my side there may be typos, grammatical errors, and misspellings sometimes.”*
S3	*“Yes, I think by using quillbot my sentences are more clearly structured and avoid repetition.”*
R	*”Overall, are you satisfied with using Quillbot to help you write your thesis?”*
S1	*“Totally, I am very satisfied with Quillbot's assistance in the process of writing my thesis. I can minimize my energy to allocate to other parts of the thesis so that I am not stuck in just one part.”*
S2	*“I am quite satisfied because the features are complete and easy to use, so it speeds up my time in writing my thesis.”*
S3	*“Yes, overall I am satisfied with the assistance provided by Quillbot, it made it easier for me to complete my thesis with features that are quite useful in the academic field, especially writing a thesis.”*
R	*“Would you recommend it to other students who are also in the thesis writing phase, and might you continue to use QuillBot for other academic needs?”*
S1	*“From my experience, I would recommend it to other students, whether they are in the thesis process or not, because it is useful, and I will use it often in the long term.”*
S2	*“Yes, and I recommend other students to use it because Quillbot is an AI-based writing tool that is quite complete and easy to use.”*
S3	*“Most likely yes, because QuillBot generally makes the writing and revision process easier. So I would recommend it, but I would also advise against relying entirely on it and still doing your own checking.”*
Advantages and disadvantages during the use of Quillbot in the thesis writing process	
R	*What do you think about the advantages and disadvantages of using Quillbot as a writing aid in academics, especially for thesis writing?”*
S1	*“For its advantages, it is certainly very helpful, moreover, the various features offered are also very helpful in writing such as paraphrase and grammar checker and many more, but for writing the thesis itself, it is more dominant to use paraphrase and grammar checker, with this convenience, it makes time faster and more efficient in its work, for its own shortcomings because Quillbot is still a machine so we don't trust the machine one hundred percent so it still needs to be checked again so as not to deviate from the discussion”*
S2	*“In my opinion, the advantages with many features such as paraphrase, grammar checker and many more make it easier for me to improve my writing, while the disadvantage of Quillbot itself is that because Quillbot*

| | *is AI, so if we input data, we have to be specific and have to double-check it because AI sometimes goes out of the context we attach."* |
| S3 | *"Overall, the advantages that I feel are time efficiency, grammar improvement, and help re-arrange sentences. The downside is that not all paraphrasing results are suitable for academic contexts, so they have to be adjusted manually."* |

Appendix VI Documentation of interviews

CURRICULUM VITAE

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