STUDENTS' PERCEPTION ON THE USE OF QUILLBOT AS PARAPHRASING TOOL IN PARAGRAPH WRITING

(*A Descriptive Study on the English Education Study Program in Teacher Training and Education Faculty of Universitas Tanjungpura in the Academic Year 2023/2024****)***

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Submitted to fulfil one of the requirements for writing a thesis in English Language Education Study Program, Language and Arts Education Department, Faculty of Students Training and Education, Universitas Tanjungpura Pontianak

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I hereby sincerely state that the thesis entitled **Students' Perceptions on The Use of Quillbot as Paraphrasing Tool in Paragraph Writing** (*A Descriptive Study on the English Education Study Program in Teacher Training and Education Faculty of Universitas Tanjungpura)* is my own work. It does not contain any work of other people, except those cited in the quotations and the references as a scientific paper should.

The researcher is responsible for her thesis if in the future, it is proved to contain others' work or to imitate others' thesis. This declaration was written by the researcher.

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STUDENT PERCEPTION OF THE USE OF QUILLBOT AS PARAPHRASING TOOL IN PARAGRAPH WRITING

(A Descriptive study on the Third Semester Students of English Language Education Study Program Tanjungpura University Academic Year 2023/2024)

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ABSTRACT

This study investigates students' perceptions of QuillBot as a paraphrasing tool in paragraph writing among students of the English Language Education Study Program at Universitas Tanjungpura. The objectives were to examine how students evaluate QuillBot in terms of usefulness, ease of use, supporting conditions, and social influence, as well as to identify the dominant factor affecting their acceptance of the tool. Guided by the Unified Theory of Acceptance and Use of Technology (UTAUT) by Venkatesh, the research applied a descriptive quantitative design. Data were collected through a validated and reliable online questionnaire. The results show that students held generally positive perceptions across all UTAUT constructs. They considered QuillBot easy to use, effective in improving vocabulary and sentence structure, and helpful in producing coherent paragraphs, with performance expectancy emerging as the dominant factor. These insights suggest that integrating AI-assisted writing tools like QuillBot can support academic writing development in English language education. Future research is recommended to compare QuillBot with other paraphrasing platforms to examine its impact on long-term writing competence

Keywords: *Students' perception, QuillBot, paraphrasing, paragraph writing, UTAUT, AI writing tools*

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Pontianak, 11 July 2025

The researcher



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CHAPTER 1
INTRODUCTION

1.1 Research Background

In recent years, artificial intelligence (AI) has become a hot topic in education, particularly for its potential to help students improve their writing skills (Choi et al., 2025). AI tools significantly contribute to the efficiency of authoring, accessibility, and democratization of information (Salam et al., 2024). This technology allows AI to provide automated feedback to students, which in turn can increase their participation in the writing process. According to Chen and Wei (2021), AI can help students with automatic editing, idea generation, analysis of writing style and structure, as well as grammar and spelling checks. Hence, various AI-based tools are now being developed to meet the needs of academic writing.

Quillbot is recognized as a popular AI-powered tool that assists students in enhancing their academic writing (Amyatun & Kholis, 2023). It provides functionalities such as paraphrasing, grammar checking, summarizing, and plagiarism detection, making it a versatile option for improving writing quality (Dale, 2020). One of QuillBot's main advantages is its paraphrasing capability, which allows users to reorder text without changing the original meaning (Isnaeni & Putera, 2024). This feature is very helpful for students in maintaining the originality of their writing while reducing the risk of plagiarism (Biermann et al., 2022). This technological advancement is particularly important given

that paraphrasing is a fundamental academic skill that requires careful attention to meaning.

Rephrasing something in its entirety without changing its meaning is known as paraphrasing. According to Clarin et al., (2023), paraphrasing ability is an important skill that allows students to rewrite material in more complex and precise terms. QuillBot, an AI-powered paraphrasing tool, has been shown to assist students in rewriting content using different words while maintaining the original message, thereby enhancing their writing abilities and reducing the risk of plagiarism (Nuraeni & Rustandi, 2025). By helping users produce clearer and more accurate reworded content, QuillBot also supports the development of well-structured and coherent paragraphs, which are essential in academic writing.

According to Folse (2019), a paragraph as a set of sentences that address one specific topic or idea. Paragraph writing involves presenting a clear main idea, crafting a representative topic sentence, and elaborating with supporting details (Khatri & Khadka, 2025). Developing the ability to write parts of text, including paragraphs, is an important aspect of learning to write, which supports academic success in general (Rezeki & Surmiyati, 2021). In the context of this study, paragraph writing was investigated in the English Education Study Program at Tanjung Pura University as a compulsory third semester course that focuses on proper paragraph construction techniques. This research is of great importance to the program because future English educators must master the skills of writing paragraphs and paraphrasing them as a prerequisite for

advanced academic tasks (Abdikalyk, 2024). Their proficiency directly impacts the quality of English teaching that will be provided to students in the future.

A pre-survey conducted at Universitas Tanjungpura revealed that third-semester English Education students had inconsistent attitudes toward the use of QuillBot in paragraph writing. While some students expressed unfamiliarity with QuillBot's paraphrasing features, others demonstrated positive attitudes and recognized its potential benefits. Research from Malon et al. (2024), stated that students often struggle with determining the right context for AI-generated paraphrases, including the risk of losing the original meaning and proper context when using these tools. These diverse perceptions create challenges in understanding how students actually evaluate QuillBot's role as a paraphrasing tool in writing paragraphs.

Previous studies have examined the use of AI paraphrasing tools in academic writing. Syahnaz and Fithriani (2023) explored the perceptions of English language education majors in Indonesian universities regarding QuillBot's role in scholarly writing. These findings highlight QuillBot's potential as a valuable resource for students seeking to improve their writing proficiency and maintain academic integrity. Similarly, research by Kurniati (2022), investigated how postgraduate students perceived the use of QuillBot in their academic writing process. The findings suggest that QuillBot plays a significant role in supporting postgraduate students' academic writing development and enhancing writing quality.

Referring to previous studies, the researcher was encouraged to conduct similar research due to the challenges faced by third-semester students of the English Language Education Study Program at Universitas Tanjungpura in using QuillBot as a paraphrasing tool. Unlike earlier studies that focused on general academic writing, this research specifically examines paragraph writing an area where paraphrasing plays a vital role in ensuring coherence and clarity. This study explores the diverse and complex perceptions students hold toward QuillBot's paraphrasing functionality in paragraph writing. By applying the UTAUT framework, the research aims to identify the factors influencing students' acceptance of the tool and to contribute new insights into how AI-assisted paraphrasing is perceived in foundational academic writing tasks. However, this study is limited to third-semester students from one university and employs a quantitative descriptive approach, which restricts the depth of individual experiences and contextual understanding.

Based on these considerations, the researcher has conducted a descriptive quantitative study to explore students' perceptions of the acceptance of Quillbot in the writing process. This study focused on third students of the English Education Study Program at Universitas Tanjungpura.

1.2 Research Question

Based on the research topic, the researcher formulates research questions to provide guidance for data collection. The research question is as follows:

1. What are the perceptions of the Third Semester English Language Education students at Universitas Tanjungpura regarding the use of QuillBot as a paraphrasing tool in paragraph writing?
2. What is the dominant UTAUT construct perceived by third-semester English Education students at Universitas Tanjungpura in their use of QuillBot for paragraph writing?

1.3 Research Purpose

Based on the research questions, the research purposes are:

1. To explore and analyse students' perceptions of third semester English Language Education students at Tanjungpura University towards using QuillBot as a paraphrasing tool in their paragraph writing.
2. To identify the dominant UTAUT construct perceived by third-semester English Language Education students at Universitas Tanjungpura in their use of QuillBot for paragraph writing.

1.4 Research Significances

The researcher hopes this study can add a contribution to English teaching and learning. There are two significances of the research, namely theoretical and practical significance, as follows.

1. Theoretical significance

This research contributes to the growing body of knowledge on the integration of artificial intelligence (AI) in academic writing, specifically in the use of AI-powered paraphrasing tools. By examining students' perceptions of QuillBot as a paraphrasing tool in paragraph writing, this

study provides insights into the effectiveness of AI-driven learning tools in language education. Furthermore, this study contributes to the understanding of technology acceptance theories, particularly by applying the UTAUT framework to examine factors influencing students' perceptions and acceptance of AI paraphrasing tools.

2. Practical significance

a. For students

This study aims to understand students' perceptions towards the use of AI-based paraphrasing tools such as QuillBot. Understanding students' perceptions is important because their attitudes and beliefs towards this technology directly affect their level of acceptance and utilization in academic writing. The level of acceptance impacts the quality of learning outcomes, academic writing skills, as well as the application of academic integrity.

b. For other researchers

This study provides valuable insights into how college students perceive and interact with AI-based technologies, particularly in academic writing. By examining students' perspectives on paraphrasing tools like QuillBot, this study helps other researchers identify key factors that influence the adoption and use of such technologies among students. These findings serve as a useful reference for further studies in different academic contexts, contributing to the broader discussion on AI-assisted learning and writing.

1.5 Scope and Limitation

This research focuses on the perceptions of third semester students in the English Education Study Program, Universitas Tanjungpura in Academic Year 2023/2024, regarding the use of QuillBot as a paraphrasing tool in paragraph writing.

The limitations are:

1. This study only focuses on the use of Quillbot and does not compare it with other paraphrasing tools.
2. This study specifically uses the free version of Quillbot, which has limited features compared to the premium version.
3. This study is limited to English Education students at Teacher Training And Education Faculty in Tanjungpura University with total sample 84 students. This results may not be generalizable to other academic contexts, other levels of education, or students from different study programs.
4. This study relies on students' perceptions as the main data without objective measurement of the improvement of writing skills. Thus, the research results are more subjective and cannot fully measure the development of writing competence directly.

1.6 Terminology

a. **Student Perception**

Student perception refers to students' views and understanding of an experience. In this context, the focus is on how students experience of using Quillbot as paraphrasing tool in their paragraph writing. Specifically,

framed through the lens of the Unified Theory of Acceptance and Use of Technology (UTAUT), which includes four key constructs.

b. **Quillbot**

Quillbot is an artificial intelligence-based paraphrasing tool designed to help students transform text while maintaining its original meaning.

c. **Paraphrasing**

Paraphrasing is the process of restating information from the source text using different words and sentence structures without changing the original meaning. In this context, Quillbot serves as a digital paraphrasing tool.

d. **Paragraph Writing**

Paragraph writing is the process of composing a group of sentences to express one main idea. It is an essential skill in academic writing that involves organization, coherence, and idea development.