

EFL Students' Perceptions of Quillbot as a Paraphrasing Tool to Prevent Plagiarism in Academic Writing

Aprilia Devi Hindriana¹, Christianiti Tri Hapsari²

English Language Education, Faculty of Languages and Arts, Universitas Negeri Semarang, Indonesia

¹ liaaprilli31@students.unnes.ac.id, ² christianiti@mail.unnes.ac.id

Abstract

Students required to produce plagiarism-free work when writing for academic purposes; therefore this study aims to explore students' perceptions of QuillBot as a paraphrasing tool to prevent plagiarism and the challenges they face when utilizing it in academic writing. Thirty seventh-semester English Language Education Study Program students from Universitas Negeri Semarang participated in this qualitative study. Data were collected through questionnaires distributed to all participants and interviews with six participants who were purposefully chosen based on their questionnaire responses. The findings reveal that students have a positive perception toward using QuillBot in academic writing. QuillBot is considered capable of reducing text similarity to the original source, speeding up the paraphrasing process, increasing productivity, simplifying complex sentences, and boosting student's confidence in producing plagiarism-free work. This study also identified several challenges that students encountered when using QuillBot, including limitations with free accounts and paraphrased results that were sometimes out of context. This study implies that integrating guided instruction on the effective use of QuillBot can help students develop academic writing skills; however, further research is needed to gain a better understanding of the impact of using the QuillBot paraphrasing tool on student academic writing development.

Keywords: Student's Perception; QuillBot; Paraphrasing; Plagiarism; Academic Writing

INTRODUCTION

Knowledge and skills have a crucial role in the process of learning English as a foreign language. There are four skills that students need to acquire which are reading, writing, speaking, and listening (Safrida & Puspitasari, 2024). These four skills are interconnected and cannot be separated from one another because mastering one skill will support the development of other skills. Among these four skills, students often consider writing to be one of the most challenging skills to master in learning a foreign language because it requires sophisticated abilities to express thoughts and feelings through words (Meiningsih, 2021).

Writing is the process of utilizing words to convey ideas, thoughts, and information into paper or digital platforms (Bakri et al., 2024; Dewi et al., 2024). Writing is not just about arranging words and sentences; writing is a skill that involves various aspects of language proficiency. This skill includes the ability to analyse, synthesize, conclude, create clear and well-structured ideas and paragraphs, as well as perfect sentence formation, lexical knowledge, and grammar skills (Laila & Daulay, 2024). The process of writing involves several stages, including organizing and managing thoughts, putting those thoughts into writing, and revising and reviewing written work (Amyatun & Kholis, 2023).

Students are expected to have a good understanding of appropriate writing techniques in teaching and learning writing. This is particularly true in the context of higher education, where students are expected to create writing related to academic writing in addition to non-academic works (Asmara & Kastuhandani, 2024). Higher education students are required to produce a

variety of academic tasks, including research papers, essays, and reports, all of which require an understanding of specific academic writing patterns (Turlybekov & Berkimbayev, 2023). Unlike writing stories, novels, or descriptive texts, academic writing requires students to be able to write more complex and systematic manner. Students in higher education need to be able to develop concepts and organize their writing into logically paragraphs, research topics, create concise outlines, determine what to include in the introduction, organize the main body, and provide a convincing conclusion (Aldabbus & Almansouri, 2022).

In reality, many students, particularly learners of English as a foreign language (EFL), still struggle in writing, mostly due to a lack of ideas. Additionally, unfamiliarity with the language they are learning often causes EFL students to make unintentional mistakes in writing, such as spelling, grammar, and punctuation (Amanda et al., 2023). The lack of interest in writing is also influenced by ineffective and monotonous teaching methods where teachers tend to be the center of learning with limited interaction, and only provide basic explanations without actively involving students. As a result, students feel bored and have difficulty in writing, mainly due to complex grammar rules and low self-confidence. This condition causes many students rely on Google or translation tools to finish their writing (Amyatun & Kholis, 2023).

Furthermore, a common writing challenges for students is plagiarism or the inability to rephrase content using their own words. Therefore, students need to comprehend the correct paraphrasing techniques in order to convey information without directly copying from the source. Paraphrasing is a technique for conveying ideas or concepts from the original source using different sentence structures and word choices, without changing the original meaning (Fitria, 2022). Paraphrasing is an alternative for direct citations in academic writing, particularly when the writer wants to convey ideas more concisely and in accordance with their writing style. The purpose of paraphrasing is to avoid the risk of plagiarism, especially in writing that contain a lot of reference. Paraphrasing is an essential ability because it helps students acquire information from various sources and express it in their own words, instead of depending on lengthy and repeated direct citations (Brown et al., 1993).

Maintaining originality in academic writing is crucial since it determines whether the writing is genuinely the result of the author's ideas or has been plagiarized from other people's works. This usually happens because academic writing cannot be separated from citations in the form of ideas, concepts, and theories that have been published previously to support arguments. However, if these citations are not done correctly, the act can turn into plagiarism, which is the act of stealing other people's ideas or words and using them as if they were your own (Wong, 2011). Plagiarism is prohibited in academic settings and is seen as intellectual theft. The most common type of plagiarism is copy and paste without citing the original source. As a result, students need to double-check their writing to ensure that every borrowed idea has been properly cited. Plagiarism has become a major issue in society, especially in educational institutions (Bloch, 2012). Plagiarism can be caused by a number of things, such as laziness, time constraints, a heavy workload, and even the desire to take shortcuts without having to think or put in more effort.

Many innovations are being used to overcome difficulties in student writing in this era of advanced technological development. Students can enhance their English language proficiency with a variety of technological tools, especially in the area of writing. One technology advancement that helps with learning and education is Artificial Intelligence (AI). AI is a technology that aims to integrate human-like thinking and problem-solving capabilities into

machines so that these machines can mimic human thought processes and behaviour. Artificial intelligence (AI) enables machines to acquire knowledge through experience, adapt to new inputs, and perform activities similar to humans (Syahnaz & Fithriani, 2023). One great example of an AI writing tool that can be used efficiently is Quillbot.

QuillBot was developed in 2017 by computer science students David Silin, Anil Jason, and Rohit Gupta (Fitria, 2022). QuillBot is an online platform created to assist students evaluate and improve their writing with various features such as sentence paraphrasing, grammar checking, plagiarism detection, text summarization, citation generation, and translation (Amanda et al., 2023). This platform serves as a free online tool for improving writing clarity and professionalism of writing by changing sentences and phrases, identifying and avoiding plagiarism, and summarizing lengthy passages of text. QuillBot helps students effectively edit and improve their texts by using artificial intelligence to reconstruct or modify English sentences without changing the overall meaning.

The main function of Quillbot is to rearrange phrases by changing sentence structure and replacing words with appropriate synonyms while maintaining the original meaning (Nurmayanti & Suryadi, 2023). QuillBot helps students rephrase ideas using their own words by offering suggestions for rephrasing sentences and replacing synonyms, thereby minimizing the risk of plagiarism. Students can learn to rephrase ideas they have read without losing the original meaning through this feature. QuillBot is not only a tool, but also a learning resource that teaches how to paraphrase, rephrase sentences, and synthesize information independently. This tool uses machine learning algorithms to offer alternatives for sentence construction, resulting in final writings that remain original and meaningful.

Previous studies have examined into Quillbot's utility to prevent plagiarism for EFL students. A study conducted by (Fitria, 2022) show that QuillBot operates by rearranging words or clauses, substituting synonyms for words, changing sentence structure, and breaking down material into several sentences. QuillBot can be a useful tool when students struggle with manual paraphrasing, however students still need to comprehend the writing's topic and review the paraphrased results in order to enhance the writing's quality. Furthermore, a study by (Wahyuni et al., 2025) indicate that the majority of students consider QuillBot is highly beneficial for paraphrasing, easy to use, and useful for enhancing their writing's clarity as well as grammar and sentence structure. These findings show that QuillBot effectively promotes academic integrity and aids in the development of academic writing abilities, although some students still require further assistance to maximize its use. Another study conducted by (Latifah et al., 2024) showed that QuillBot can enhance the quality and efficiency of writing by identifying errors, summarizing, expanding vocabulary, and overcoming language barriers and concerns about plagiarism. However, even though users appreciate QuillBot's time-saving features, concerns about over-reliance may hinder the development of critical thinking skills. Moreover, Jaladara et al. (2023) showed that QuillBot has positive impacts, including time savings, vocabulary expansion, and support for academic writing and negative impacts, such as making students reliant on QuillBot, which makes them less motivated to think and write independently. According to Kurniati & Fithriani (2022), graduate students have a favorable opinion of QuillBot as an academic writing tool in English since it enhances writing quality, fosters a good attitude toward writing, offers user-friendly features, and aids in language development. Besides that, study by Syahnaz & Fithriani (2023) indicated that students responded positively because QuillBot was considered helpful in improving content or arguments, minimizing grammatical errors, and enriching the use of language in their writing.

Even though previous studies have demonstrated that QuillBot is useful in helping with paraphrasing and improving writing quality for EFL students, there are still few studies that explicitly assessing students' understanding of QuillBot's paraphrasing results to prevent plagiarism in their writing. Furthermore, existing research is still limited in exploring the specific challenges experienced by students when using QuillBot, and there has been no research that specifically explores the real challenges that arise during the process of using QuillBot to complete academic writings. The purpose of this study is to fill this gap by exploring in depth how UNNES EFL students perceive the use of QuillBot as a paraphrasing tool to prevent plagiarism and the challenges they face when utilizing it in academic writing. The findings of this study are expected to contribute to the development of technology-based learning strategies at UNNES and assist lecturers in comprehending how students use QuillBot to enhance the quality of their academic writing.

METHOD

This study used a qualitative method to investigate EFL students' perceptions of using QuillBot to prevent plagiarism and the challenges they faced while using it. According to Baxter & Jack (2008), qualitative studies are a methodology that utilizes diverse data sources to investigate a phenomenon within its context from various perspectives. This approach was chosen to get in-depth understanding of students' perceptions of QuillBot rather than to assess its effectiveness. This study involved thirty seventh-semester students from the English Language Education Study Program at Universitas Negeri Semarang. From the total respondents, six participants were chosen for in-depth interviews using purposive sampling techniques. Purposive sampling techniques were used to ensure that the chosen participants could provide relevant information in accordance with the study's focus. The selection of participants was based on the main criterion, which was students who had experience and a level of familiarity in using QuillBot. The instruments used in this study consist of a Google Forms-based questionnaire and interviews. The questionnaire containing twenty closed-ended statements using a five-point Likert scale and the statements were modified in accordance with Technology Acceptance Model (TAM) theory developed by Fred Davis (1987). The researcher developed interview questions based on the participants' questionnaire responses in order to get deeper into their perspectives. The interviews were conducted via Zoom, took between ten and twenty minutes, and were audio recorded with the participants' consent.

Data was collected in two phases. The first phases involved distributing questionnaires to thirty students to gain a broad overview of how they felt about QuillBot. Then, the second phases were in-depth interviews with six selected participants to further explore their experiences in more detail. All interviews were recorded and then transcribed verbatim in the participants' native language with minor editing to remove repetitions and unnecessary details. The quotations used were translated into English without changing their original meaning and were double-checked to ensure the accuracy of the translation. Questionnaire data were analysed using percentages to measure the level of agreement. Scores were assigned based on the level of agreement: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). Then, the interview data were analysed using thematic analysis following the framework of Clarke & Braun (2016) which includes the processes of transcription, coding, theme identification, theme review, and overall theme interpretation.

RESULTS AND DISCUSSION

Results

This study has two main results obtained from the analysis of questionnaire data and interviews through the aspects of perceived usefulness and perceived ease of use based on the Technology Acceptance Model theoretical framework.

A. EFL Students' Perceptions of QuillBot

This section presents result regarding EFL students' perceptions of using QuillBot as a paraphrasing tool to prevent plagiarism in academic writing, analyzed through the aspect of perceived usefulness. Table 1 displays the results obtained from the questionnaire by calculating the percentage of the total student responses.

Table 1. Students' Perceptions of QuillBot

No.	Statements	Responses				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Using QuillBot enhances the quality of my academic writing by producing clearer paraphrased sentences.	0%	10%	10%	53,3%	26,7%
2.	Using QuillBot allows me to avoid plagiarism by creating paraphrases that are different from the original text.	3,3%	3,3%	10%	56,7%	26,7%
3.	QuillBot helps me paraphrase sources more quickly.	3,3%	3,3%	10%	50%	33,3%
4.	QuillBot enables me to restate ideas in my own words while maintaining the original meaning.	0%	3,3%	20%	43,3%	33,3%
5.	Using QuillBot boosts my productivity when writing academic papers that involve paraphrasing.	0%	6,7%	10%	63,3%	20%
6.	QuillBot helps me paraphrase sources in order to avoid plagiarism.	0%	3,3%	13,3%	43,3%	40%
7.	QuillBot enables me to complete more academic writing assignments especially when paraphrasing multiple sources.	0%	6,7%	20%	46,7%	26,7%
8.	Using QuillBot gives me more confidence in producing plagiarism-free work.	0%	6,7%	30%	40%	23,3%
9.	QuillBot simplifies the process of paraphrasing complex English sentences.	0%	3,3%	23,3%	56,7%	16,7%

10.	Overall, I find QuillBot useful for avoiding plagiarism in academic writing.	0%	3,3%	16,7%	56,7%	23,3%
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Ten statements' questionnaire findings reveal variations in how EFL students view QuillBot's application in academic writing, especially when it comes to using it as a paraphrase tool to avoid plagiarism. The first statement, 53,3% of students agreed that QuillBot can enhance the quality of academic writing by generating clearer paraphrased sentences but not every student experience the development in writing quality in the same way. The second statement, 56,7% of students agreed that QuillBot helps avoid plagiarism by generating paraphrases that are different from the original text. However, another responses indicates that the effectiveness of QuillBot in preventing plagiarism is still perceived in various ways. The third statement, 50% of respondents agreed that QuillBot speeds up the process of paraphrasing sources, but differences in opinion still emerged, indicating that not all students have benefited from academic writing efficiency.

The fourth statement, 43,3% of students agreed that QuillBot helps convey ideas in their own words without changing the original meaning. However, there are still doubts regarding QuillBot's consistency in preserving the original meaning. The fifth statement, 63,3% of students agreed that using QuillBot increased their productivity in writing academic papers involving paraphrasing. This demonstrates that QuillBot is generally thought to assist boost writing output. The sixth statement, 43,3% of students agreed that QuillBot helped them paraphrase sources to avoid plagiarism, although the level of trust in this function still varied. The seventh statement, 46,7% of students agreed that QuillBot helped them complete more academic writing tasks, especially when they had to paraphrase many sources, so QuillBot was useful in complex writing.

The eighth statement, 40% of students felt that using QuillBot increased their confidence in producing plagiarism-free writing. However, the large percentage of neutral responses indicates uncertainty about QuillBot's reliability in producing plagiarism-free work. The ninth statement, 56,7% of students agreed that QuillBot can simplify the process of paraphrasing complex English sentences, although not all respondents felt this benefit. The tenth statement, 56,7% of students agreed that QuillBot is useful for avoiding plagiarism in academic writing, although negative perceptions and doubts about the usefulness of QuillBot remain diverse. The researcher reached out six participants for further interviews to gain a deeper understanding of their perspectives on Quillbot in academic writing. These six participants were chosen based on how they responses the questionnaire and met the researcher's criteria. The interview results will be arranged according to each theme, which will be supported by anonymous participants responses.

QuillBot prevents plagiarism by decreasing text similarities to the original source

QuillBot is viewed by EFL students as a useful tool for preventing plagiarism through sentence structure changes and word choices. QuillBot assists students in rewriting sources by providing several paraphrase options without directly copying the original text. Nonetheless, students underline the need of further revisions to ensure that the paraphrased outcomes accurately reflect their own writing style.

“In my opinion, QuillBot is quite beneficial in preventing plagiarism by offering sentence alternatives and word choices that differ from the original text. I use QuillBot

to see paraphrase variations that preserve the original sentence when I try to rewrite a source. After that, I usually revise the results again to ensure they accurately reflect my writing style.” (Participant 1)

“QuillBot assists me change sentence structure and word choice to make it less comparable to the original source. In my opinion, this is really helpful as it reduces the risk of unintentional plagiarism, particularly when I am struggling to find the perfect phrases.” (Participant 5)

QuillBot boosts academic writing productivity and speeds up the paraphrasing process

QuillBot helps increase time efficiency when working on academic tasks because students can quickly get initial paraphrased drafts especially when faced with deadlines or needing to paraphrase large amounts of text. However, students also discover that the results still required editing and should not be used directly without adjustments.

“I believe QuillBot makes the paraphrasing process faster and more efficient when working on academic assignments ... QuillBot can provide me with an initial paraphrased version instantly in seconds, even though the results are not always perfect, at least I have a draft to work on ... QuillBot speeds up the work process and makes academic tasks feel simpler, as long as it is used as a starting point and not entirely relied upon for its automatic results.” (Participant 2)

“It is true that the paraphrasing process in QuillBot is quicker and more practical. I can finish other tasks faster and save more time.” (Participant 4)

QuillBot simplifies complex sentences and clarifies ideas

QuillBot assists EFL students in understanding and rewriting complex academic sentences. QuillBot simplifies long and rigid sentences, making it easier for students to understand the main ideas from reading sources. This not only increases the clarity of the text, but also allows students to adjust the paraphrased results to their writing style.

“QuillBot helps me simplify sentences that are too long or complex ... the paraphrased results make my writing easier to understand without affecting its original meaning or making it confused.” (Participant 1)

“Sentences that were previously complex can be simplified with QuillBot, allowing me to better understand the main ideas. From there, I just needed to adjust it using my own language style. QuillBot also improves the clarity and organization of paraphrases.” (Participant 2)

QuillBot increases confidence in plagiarism-free work

QuillBot help students feel more confident in their writing's originality. The structural and vocabulary changes caused by paraphrasing make students feel their writing is safer from plagiarism. However, students remain critical by acknowledging technology's limitations and conducting additional checks to ensure accuracy and authenticity.

“I am more confident because the paraphrased results differ in structure and vocabulary. After that, I usually double-check with a plagiarism checker, and the results are much safer.” (Participant 5)

“I am confident but not entirely sure because it is still technology, no matter how good it is, faults are unavoidable.” (Participant 6)

B. EFL Students' Challenges in Using QuillBot

This section presents result regarding EFL students' challenges when using QuillBot in academic writing, analyzed through the aspect perceived ease of use. Table 2 displays the

results obtained from the questionnaire by calculating the percentage of the total student responses.

Table 2. Students' Challenges in Using QuillBot

No.	Statements	Responses				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	It is difficult for me to use QuillBot's paraphrase tool to prevent plagiarism.	6,7%	53,3%	20%	13,3%	6,7%
2.	Learning to utilize QuillBot for paraphrase is easy for me.	3,3%	6,7%	10%	53,3%	26,7%
3.	Using QuillBot's paraphrase tool frequently frustrates me when I want to prevent plagiarism.	13,3%	33,3%	36,7%	10%	6,7%
4.	QuillBot makes it simple for me to paraphrase sentences, which helps me avoid plagiarism.	0%	6,7%	20%	56,7%	16,7%
5.	I think QuillBot's paraphrasing tool is inflexible and strict particularly for academic writing.	10%	33,3%	26,7%	16,7%	13,3%
6.	I can easily remember how to use QuillBot's paraphrase tool.	0%	6,7%	3,3%	40%	50%
7.	Using QuillBot's paraphrase tool takes a lot of effort.	33,3%	36,7%	6,7%	20%	3,3%
8.	My interactions with QuillBot while paraphrasing is clear and understandable.	0%	16,7%	6,7%	63,3%	13,3%
9.	I believe it requires a lot of effort to being proficient in using QuillBot for paraphrasing.	6,7%	50%	13,3%	23,3%	6,7%
10.	Overall, I find Quillbot is easy to use for paraphrasing in order to prevent plagiarism.	0%	6,7%	10%	40%	43,3%

According to the results of a questionnaire distributed to 30 EFL students, the challenges of using QuillBot in academic writing are relatively low, although there are variations in perception among students. The first statement, 53,3% of students disagreed that QuillBot's paraphrasing feature is difficult to use for preventing plagiarism, indicating that QuillBot is perceived as easy to use. In line with this, the second statement, 53,3% of students stated that they agreed that learning QuillBot for paraphrasing is relatively simple. The third statement, 36,7% of students stated they were neutral whether using QuillBot caused frustration, indicating

that students' experiences with QuillBot varied. The fourth statement, 56,7% of students agreed that QuillBot simplified the sentence paraphrasing process, helping them avoid plagiarism. This finding confirms QuillBot's role as a beneficial tool for academic writing. The fifth statement, 33,3% of students disagreed that QuillBot was inflexible, indicating that QuillBot's paraphrasing results are flexible and do not feel stiff when used in academic writing.

The sixth statement, 50% of students strongly agreed that the way to use QuillBot's paraphrase feature is easy to remember. The seventh statement, 36,7% of students disagreed that using QuillBot requires a lot of effort, indicating that operating QuillBot is considered simple. The eighth statement, 63,3% of students agreed that their interaction with QuillBot during the paraphrasing process was clear and understandable. The ninth statement, 50% of students disagreed that being proficient in using QuillBot requires a lot of effort, indicating the ease of achieving proficiency in using QuillBot. The tenth statement, 43,3% of students strongly agreed that QuillBot is easy to use as a paraphrasing tool to prevent plagiarism. This confirms QuillBot's usability in the context of academic writing. These results show that EFL students view QuillBot as an easy-to-use tool, although a small percentage of students still express concerns. The interview data was used to gain a better understanding of students' challenges of using QuillBot in academic writing. The interview results will be arranged according to each theme, which will be supported by anonymous participant responses.

Limitations of free accounts

Although QuillBot is considered easy to use, the limitations of the free account provide a significant challenge for students. Word count restrictions and limited access to sophisticated features limit flexibility of use, making students feel less free while working on tasks that require a lot of paraphrasing or specific writing styles.

“Based on my experience, QuillBot is quite easy to use ... However, QuillBot has a word limit ... Other paraphrase features, such as humanize, formal, academic, simple, creative, expand, shorten, and custom, require a premium account.” (Participant 1)

“I feel less free to utilize QuillBot because my account is not premium and sometimes the results are less than I expected.” (Participant 3)

Paraphrased results are sometimes out of context and require manual revision

Students tend to struggle when QuillBot's paraphrased results are not aligned with the academic context. Some results were considered too stiff, unnatural, or even changed the meaning. Therefore, students need to manually revise their writing to ensure that it remains accurate and adheres to the expected academic writing style.

“Although QuillBot is easy to use, the paraphrase results are sometimes less natural, too formal, and out of context, resulting in meaning changes. Therefore, I need to manually check and revise the results to make them more natural and consistent with the academic writing style I usually use.” (Participant 2)

“I was frustrated when the paraphrased results were too strict or the meaning changed. Sometimes, I have to manually edit it to make the writing more natural.” (Participant 5)

Discussion

EFL students view QuillBot as a useful tool for preventing plagiarism by reducing text similarities to the original source, although the paraphrase results need to be revised to suit with students' writing styles. This result is in line with Asmara & Kastuhandani (2024), which states that QuillBot is a useful tool in the academic writing process because of the benefits provided by this online paraphrasing tool for reducing the level of plagiarism in students' academic writing. In addition, QuillBot helps students speed up the paraphrasing process and increase time efficiency in academic writing by offering quick drafts, nevertheless, the output cannot be used directly without further adjustments. This result supports the findings of Jaladara et al.

(2023), which claims that QuillBot, an online tool, has a positive impact on students' academic writing since it enables them save time during the writing process by using paraphrasing tools, particularly when they are under time pressure. Similarly, Fitria (2022) emphasizes that one of the many benefits of using QuillBot's paraphrasing features is that it can save time while writing because it uses cutting-edge artificial intelligence to recreate a sentence, paragraph, or article. QuillBot assists EFL students in simplifying complex academic sentences so that the main ideas can be expressed more clearly without changing the text's original meaning. This result aligns with Nhu (2024), which claims that QuillBot is a useful tool for helping students in mastering paraphrasing skills, one of which is through enhanced writing clarity. Likewise, Nurmayanti & Suryadi (2023) demonstrated that Quillbot effectively increases the clarity and professionalism of writing by rearranging phrases and sentences. Furthermore, using QuillBot can increase students' confidence in the originality of their writing while also reduce the risk of plagiarism. Nonetheless, students need to be critical by double-checking and recognizing the limitations of technology. This outcome corresponds with Dewi et al. (2024), which found that the majority of students thought QuillBot paraphraser can enhance students' writing confidence in paraphrasing results. Similar results were also found by Syahnaz & Fithriani (2023), who confirmed that using QuillBot improves grammar abilities, expands vocabulary, and encourages more proper academic language use, all of which boosts students' confidence in creating quality academic work.

Despite these benefits, students also encounter challenges when using QuillBot for academic writing. Limitations on free accounts, such as word count limits and access to advanced features, reduce flexibility particularly for long paraphrase tasks or those demanding a specific writing style. This finding supports Fitria (2022), which indicates that users of the free version can only use standard and fluency modes, whereas premium users have access to all modes, including formal, simple, creative, expand, and shorten. Users without a premium version tend to choose the fluency mode since it maintains the naturalness of the language, good grammar, and the text's original meaning with minimal changes. Moreover, QuillBot's paraphrasing results are often unsuitable for academic contexts or change the meaning, requiring manual checking and revision by students to ensure natural writing. This aligns with Kim (2023), which states that students are expected to critically examine the written piece while reflecting on feedback from the teacher and QuillBot, then make revisions based on informed decisions, ultimately taking more responsibility for the outcome of their writing.

CONCLUSION

The study's results show that EFL students have a positive perception of QuillBot as a useful and easy-to-use tool. QuillBot is considered capable of reducing text similarity to the original source, speeding up the paraphrasing process, increasing productivity, simplifying complex sentences, and boosting students' confidence in producing plagiarism-free work. Nonetheless, students need to be critical by manually reviewing and revising to ensure the paraphrased results are accurate and reflect their academic writing style. Furthermore, QuillBot is considered easy to use without requiring much effort. This study also revealed several challenges that students faced, such as limitations with free accounts and paraphrased results that were sometimes out of context, requiring students' active involvement in the process of revising the paraphrased results to maintain writing quality.

This result demonstrates that, although QuillBot can be used as a support tool in academic writing, students have to take part in critically reviewing the paraphrased results and adjusting the output to align with their individual writing styles. Therefore, lecturers need to provide instruction on utilizing QuillBot in order to increase the quality of students' academic writing.

This study has limitations in the number of respondents and does not include an analysis of QuillBot's written products. As a result, future research is recommended to involve a larger number of respondents and assess students' written products to acquire a deeper understanding of the impact of utilizing the QuillBot paraphrasing tool on the development of students' academic writing skills.

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