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EFL STUDENTS' PERCEPTIONS ON THE USE OF QUILLBOTPARAPHRASING TOOL IN ESSAY WRITING

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Abstract: The objective of this study was aimed to elaborate on how EFL students implement the QuillBot Paraphrasing Tool in essay writing and their perceptions of the QuillBot Paraphrasing Tool in essay writing. This study used a descriptive qualitative method, involving 25 students of English Education Program who used QuillBot Paraphrasing Tool in essay writing. Brief rating scales questionnaires were used to gather the data. The results showed that students responded positively to the use of the QuillBot Paraphrasing tool in essay writing. Most of students agree that using QuillBot Paraphrasing Tool makes the process of paraphrasing in writing easier and more efficient. QuillBot Paraphrasing Tool can help students paraphrase and avoid plagiarism in their writing. While this tool is powerful, Quillbot Paraphrasing Tool may be a useful tool for EFL students, but it is important to remember that it should not be overly relied on. Students should continue to concentrate on improving their paraphrasing skills while using Quillbot Paraphrasing Tool to complement their endeavors and students should use it wisely. The future researchers are expected to be able to examine more sources and references related to paraphrasing using QuillBot Paraphrasing Tool using different methods and various level of participants.

Keywords: *QuillBot; essay; writing; paraphrasing; perception*

INTRODUCTION

Writing is one of the four skills in productive English that EFL students in Indonesia need to master for written communication and academic writing purposes. According to Fitria(2019), a writer must be skilled at using structured language, paraphrasing, & vocabulary when writing. Thus, writing is an activity that requires ideas to be conveyed to the reader. However, students often have difficulty pouring ideas into structured writing. Therefore, good writing is very important for students because it is not only for developing students' writing skills but also an important communication skill in today's society (Sari & Putri, 2019). Apart from being a means of communication, writing can also be a means of information. This shows that writing is a skill that

requires all the abilities needed to gather ideas that will be conveyed to the reader. Choosing the right word based on the paragraph structure and sentences are used in compilation paragraphs to create a consistent body text. Then, the syntax and vocabulary rules should govern the paragraphs and mastery of correct diction (Fitria 2020). It can be said that writing requires accuracy so that readers can easily understand the writing.

Meanwhile, writing requires sufficient practice such as writing an essay, even though the essay contains a person's on an issue according to his point of view. Thus, this opinion is getting stronger. In various fields of education, essays are often quite popular assignments (Van Geyte, 2013). It can be said that an essay is a general form of assignment in academic writing.

According to Abbas (2017), an essay is a more specific type of writing, consisting of one main topic divided into many paragraphs (one for each key point), starting with an introduction and ending with a conclusion. Therefore, when writing, especially writing essays, it is important to pay attention to aspects of structure and language so that they remain logical. The main components of an essay are the opening paragraph, body paragraph, and the closing paragraph. However, it is not uncommon for students to plagiarize excerpts from other people's research; consequently, writing in English is considered to be difficult. As stated by Irina and Ali (2018), plagiarism is an act of violation because it violates copyright. In various disciplines, the concept of plagiarism has received the most attention from several perspectives. In other words, plagiarism is committing fraud in academic writing or essays. People who do that can be given consequences according to what they do. However, there is also a way for students to avoid plagiarism, namely by using a technique called paraphrasing.

In writing essays, the paraphrasing technique is a way for students to write the effective sentences. Students who use this technique are expected to develop and organize ideas correctly, logically, and by the structure of their language so as not to affect the meaning of the text or essay in question. The students can develop the strategies of paraphrasing which includes changing the words, changing the order of words, and changing the structure (Oshima & Hogue, 2007). In academic writing, paraphrasing is an important cognitive skill that involves advanced reading and writing skills as well as higher-order thinking (Na, Nhat, & Xuan 2017). However, when writing essays, it is not uncommon for students to run out of ideas, therefore students need support to write their essays. Apart from manual paraphrasing, there are also automatic ways that are quite effective for paraphrasing, one of which is by utilizing technology that is developing from time to time.

Artificial intelligence-based technology is currently growing rapidly facilitating students to continue to develop their skills in writing. Artificial intelligence-based technology has become a popular trend today in language training, especially in writing classes (Ginting & Fithriani, 2022). It can be said that because of its practical and easy use, artificial intelligence-based technology can continue to benefit students in doing assignments. Therefore, because of artificial intelligence (AI), new teaching and learning experiences in assessment, guidance, content production, and feedback for teachers and students can be built through technological developments (Kurniati & Fithriani, 2022). In this case, AI-based technology is also effective and available to assist students in academic activities. Student writing can be checked using AI-based technology in language lessons (Ginting & Fithriani, 2022). It is safe to say that essay writing can be paraphrased using automated tools; and one of the most well-known and useful free paraphrasing tools is QuillBot.

QuillBot is an artificial intelligence (AI) technology that has a valuable paraphrasing tool and can help students improving their writing skills while saving time. According to Dale (2020), QuillBot uses artificial intelligence (AI) to provide alternative paraphrases. The way it works is to turn words into new sentences and look for words that match. When lecturers or students have trouble writing paraphrases manually, QuillBot provides a solution by doing it for them. Apart from the paraphrasing feature, there are also features for summarizing text and checking grammar for free or premium. The intended features of QuillBot in the present study is its paraphrasing tool for writing essays. However, due to the fact that QuillBot is a man-made product, it does occasionally go wrong and still requires human assistance to fix it.

Previously, several research on related topic have been conducted by several researchers (Abdel-Reheem Amin & Alammar, 2023); Mohammad, 2023; Syahnaz, & Fithriani, 2023; Xuyen, 2023). Those previous studies aforementioned employed questionnaires and interview reporting students' positive responses. Except, Abdel-Reheem Amin & Alammar (2023) did not describe clearly the Quillbot Paraphrasing Tool. Based on previous research, none of them has focused on discussing how EFL students' perceptions of the use of the Quillbot Paraphrasing Tool, mainly, in Essay Writing. Therefore, the present study fill the gap by carrying out EFL students' perceptions of the use of the Quillbot Paraphrasing Tool in Essay Writing. In particular, it investigate "How do EFL students implement and perceive the use of QuillBot Paraphrasing Tool in Essay Writing?"

METHOD

This study was conducted by using a qualitative research approach applying a descriptive method by using a questionnaire. Data were taken by distributing administering to respondents in the form of a Google form. Sampling was done by random sampling as suggested by Cohen et al. (2009) so that individuals were selected from a population without regard to strata in the group. The population consists of sixth-semester students in English education programs. The present study determined 25 students to fill out a questionnaire contained in google form. The collected data was in the form of a short questionnaire rating scale consisting of 15 questions and hat has been validated as given Appendix 1. It consisted of: strongly agree; agreed; neutral; don not agree; strongly disagree. The result of questionnaires were analyzed by calculating the percentage of each questionnaire as suggested by Hatch & Lazaraton (2005) and by using the following calculation formula:

$$\text{Percentage} = \frac{\text{Number of Frequency}}{\text{Total}} \times 100\%$$

Furthermore, the data were processed based on the study's objectives through several step: classifying, transcribing, and analyzing data to answer research question. Transcripts and descriptions were mostly utilized in data analysis to calculate the percentage of questionnaires needed for assessing the data.

FINDINGS AND DISCUSSION

The purpose of this research is to elaborate on the way the EFL students in using QuillBot Paraphrasing Tool in essay writing as well as their perceptions. Researchers obtained questionnaire data from twenty-five students in the sixth semester of the English education program at Galuh University. Researchers analyzed data from a questionnaire consisting of 15 questions. The results show various answers to each question. The following is a discussion of the research questions:

How Students Implement the Use of Quillbot Paraphrasing Tool in Their Essay Writing

The first finding relates to the first research question which is about "How do the students implement the use of Quillbot Paraphrasing Tool in thei Essay Writing. Based on the result of questionnaires, students utilized several steps in using Quillbot Paraphrasing Tool in their Essay Writing. First is changing the words, the order of words, and structure which make the students find it easy to make a paraphrase using Quillbot Paraphrasing Tool. The second one is having a discussion with their friends to confirm the validity of the result of paraphrasing. The third is asking the lecturer for explaining more about paraphrasing. This findings is relevant with Oshima and Hogue (2007) in that changing the words, changing the order of words, and changing the structure are the strategies of paraphrasing. Meanwhile, the result of and questionnaire results is given the following Figure 1.

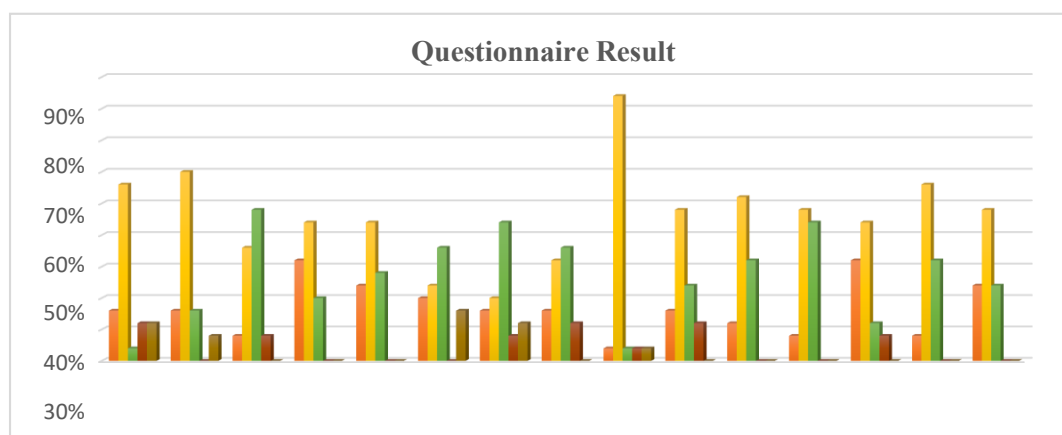


Figure. 1 Questionnaire Result

Note: ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Agree

How Do the Students Perceive the Use of Quillbot Paraphrasing Tool in Their Essay Writing

The second research question deal with students’ perception towards the use of Quillbot Paraphrasing Tool in their Essay Writing. As can be seen in Figure 1, that there are four students who chose strongly agree (16%), fourteen students (56%) chose agree and only one student (4%) chose neutral, three students (12%) chose strongly disagree , and then four students (12%) chose strongly disagree. That is, respondents think that changing words in paraphrases is easy using QuillBot. Forthe second statement, there were four students (16%) who chose strongly agree, fifteen students (60%) chose agree, four students (16%) chose neutral, no students chose disagree then two students (8%) vote strongly disagree. This means that respondents think that the paraphrasing structure changed after using QuillBot. Then, the third statement shows that students who chose strongly agreed consisted of four (8%), nine students (36%) chose agree, ten students (48%) chose neutral and two students (8%) chose disagree. Meanwhile, there were no students who strongly disagreed with the statement. This means that respondents are neutral about the external and internal aspects of paraphrasing.

Afterward, the fourth statement was seen by eight students (25%) students strongly agreed, eleven students (60%) agreed, and five students (15%) were neutral, one student (4%) strongly disagreed with the statement. This means that students learn to use QuillBot to improve their paraphrasing skills. Furthermore, the fifth statement shows that there were six students (24%) who strongly agree, eleven students (44%) chose agree, and seven students (28%) are neutral, one student (4%) disagrees with the statement. It can be said that students can do more exercises to improve their paraphrasing skills, manually or using QuillBot. Then, the sixth statement can be seen that five students (20%) students strongly agree, six students (24%) agree, nine students (36%) are neutral, one student (4%) disagrees and four students (16%) %) strongly disagree with the statement. This means that students are neutral in learning and discussing with friends to get paraphrasing improvements.

In addition, the seventh statement shows that four students (16%) students stronglyagree, five students (20%) agree, eleven students (44%) are neutral, two students (8%) disagreeand three students (12%) strongly disagree with this statement. It can be said that studentsare neutral in asking the lecturer to explain more about paraphrasing using QuillBot. For the eighth statement it can be seen that four students (16%) strongly agreed, eight students (32%) agreed, nine students (36%) were neutral, three students (12%) disagreed and one student (4%) strongly disagreed with this statement. This means that statement-neutral students are familiar with paraphrasing skills both manually and using QuillBot. Furthermore, the ninth statement shows that one student (4%)

strongly agrees, two students (84%) agree, one student (4%) is neutral, one student (4%) disagrees and one student (4%) strongly disagrees with this statement. This means that students understand when paraphrasing using the QuillBot Tool.

Furthermore, the tenth statement shows that four students (16%) strongly agree, twelve students (48%) agree, and six students (24%) are neutral, three students (12%) disagree with the statement. It can be said that students are familiar with the way the paraphrasing of English text is executed correctly. Then the eleven statements can be seen that three students (12%) strongly agree, thirteen students (52%) agree, and eight students (32%) are neutral, one student (4%) disagrees with the statement. This means students understand the criteria for good and bad paraphrasing in QuillBot. From the twelfth statement, it can be seen that two students (8%) strongly agreed, twelve students (48%) agreed, and eleven students (44%) were neutral with the statement. This means that some students can identify English text paraphrases and some are neutral towards the statement.

For the next thirteenth statement, it can be seen that eight students (32%) strongly agreed, eleven students (44%) agreed, three students (12%) were neutral, two students (8%) disagreed, and one student (4%) strongly disagree with this statement. It can be said that students can easily paraphrase text using QuillBot. From the fourteenth statement, it can be seen that two students (8%) strongly agreed, fourteen students (56%) agreed, and eight students (32%) were neutral, one student (4%) disagreed with the statement. This means that students understand the structure of changing ideas in QuillBot Paraphrasing Tool. Finally, the fifteenth statement showed that six students (24%) strongly agreed, twelve students (48%) agreed, and seven students (28%) were neutral with this statement. This means that students can change the word order in QuillBot Paraphrasing Tool. From the results of the questionnaire, it can be said that most students received positive responses from QuillBot as a paraphrasing tool for essay writing.

Based on students' perceptions of using QuillBot in writing essays, this tool has been used to help many students with their essay writing assignments. Researchers found that QuillBot was effective for students when writing essays. QuillBot can help students understand the main ideas of texts, increase vocabulary, avoid plagiarism, and use effective paraphrasing techniques. Therefore, online paraphrasing tools or Quillbot can improve the quality of student writing as well as increase students' confidence in writing.

After going through the process of analyzing the data and explaining it beforehand, it can be concluded that using QuillBot as a paraphrasing tool for essay writing make the students easier to do assignments. Also, it can be said that students feel the positive value of QuillBot which is an effective and useful paraphrasing tool for academic education. The findings support all the previous studies conducted by Abdel-Reheem Amin and Alammar (2023), Mohammad (2023), Syahnaz, & Fithriani (2023), and Xuyen (2023). However, while this tool is powerful, QuillBot may be a useful tool for EFL students, but it is important to remember that it should not be relied upon too much. Students should continue to concentrate on improving their paraphrasing skills while using QuillBot to complement their endeavors and students should use it wisely.

CONCLUSION

QuillBot is an easy and a smart tool for students to write essays when students have assignments within a limited deadline and also a useful tool to help students paraphrasing a written essays. The researcher found that the majority of students gave positive responses and used QuillBot in writing essays. Most students find QuillBot easy to use and easy to understand how to use, so students can improve their paraphrasing skills. It is also worth reminding though that while this tool is powerful, QuillBot may be a useful tool for EFL students, but it is important to remember that it should not be overly relied on. Students should continue to concentrate on improving their paraphrasing skills while using QuillBot to supplement their efforts and students should use it wisely.

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Appendix 1 Questionnaire Items

Furthermore, by processing questionnaire data, Based on the study's objectives, researchers classify, transcribe, and analyse data to answer research question number two. Transcripts and

No.	Statement	SA	A	N	D	SD
1	I can change words in paraphrases easily with QuillBot					
2	I understand the changed structure in paraphrasing after using QuillBot					
3	I know the external and internal aspects of paraphrasing					
4	I will learn to use tools to improve my paraphrasing skills					
5	I can do more practice to improve my paraphrasing skills, manually or using QuillBot					
6	I study and discuss with friends to get paraphrasing improvements					
7	I can ask the lecturer to explain more about paraphrasing using QuillBot					
8	I am familiar with paraphrasing skills both manually and using QuillBot					
9	I understand what paraphrasing is using the QuillBot tool					
10	I know how to paraphrase English text correctly					
11	I know the criteria for good and bad paraphrasing in QuillBot					
12	I can identify English text paraphrases					
13	I can paraphrase text easily by using QuillBot					
14	I understand the structure of the changing idea in QuillBot paraphrase					
15	I can change the order of words in a QuillBot paraphrase					