

Exploring EFL Students' Perceptions of QuillBot as an AI-Powered Paraphrasing Tool in Thesis Writing

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Abstract

Paraphrasing skills hold significant value in academic writing, specifically in undergraduate thesis and proposal writing, to avoid plagiarism. QuillBot, an AI-powered paraphrasing tool, aided students in producing better writing. This research explored how students perceived the use of QuillBot in supporting their academic writing, mainly in writing a proposal and thesis. The study used a qualitative approach with a case study design. Seven students from the eighth semester of the English Education Study Program at UIN Raden Fatah Palembang were selected as participants. The selection of participants in this study was conducted by purposive homogeneous sampling. Data were gathered through semi-structured interviews and thematic analysis was employed to analyze the findings. The results of the study showed that students considered QuillBot to have advantages in discovering synonyms quickly, enhancing clarity and meaning in writing, enhancing vocabulary acquisition, saving time, being easy to utilize, and connecting with various platforms. However, students also recognized the weaknesses of using QuillBot, such as the need to double-check the results and the risk of over-reliance on technology. In conclusion, QuillBot was perceived as an effective tool if used in balance with independent writing practice to enhance writing skills. This study implies that AI-based paraphrasing tools are a supportive resource for academic writing, provided that students are taught to use them critically and avoid overreliance on such tools.

Keywords: *academic writing; quillbot; students' perceptions*

INTRODUCTION

Writing is one of the four main language skills, along with reading, speaking, and listening, which fundamentally contribute to academic activities in an educational environment. Writing effectively not only improves communication, but also helps students express complex ideas, and reinforces their mastery of grammar, vocabulary, and syntax (Suastra and Menggo, 2020). In addition, writing fosters deeper learning by stimulating critical thinking, idea development, and cognitive growth through synthesizing information, analyzing concepts, and applying knowledge in an organized method (Saddam & Syamala, 2021; Bora, 2023). Through writing, students are able to organize their thoughts logically and engage actively in academic learning. Therefore, writing is considered an essential skill in learning English academically. At the university

level, academic writing encompasses a variety of text types, including essays, reports, articles, and theses, each with specific rules and purposes (Chauhan, 2022).

Even though writing is important, many students face difficulties in academic writing when required to write in English. Common difficulties in academic writing include grammatical correctness, consistency, and cohesion (Mendoza et al., 2022; Aminah & Supriadi, 2023). Nenotek et al. (2022) also identified challenges including the construction of grammatically correct sentences, the effective organization of ideas, and the choice of appropriate vocabulary. While, Clarin et al. (2023) reported that challenges in the paraphrasing process include lack of vocabulary, poor reading comprehension, inaccurate paraphrasing tools, and content copying. These challenges often arise from insufficient training in academic writing and low self-efficacy, which may reduce motivation and academic performance (Harshalatha & Sreenivasulu, 2024).

Therefore, technology actively contributes to solving problems in academic writing, mainly in paraphrasing activities to avoid plagiarism. Bereczki and Karpati (2021) argued that technology aids writing by enabling idea development, collaboration, and evaluation of results, thus helping students address difficulties in academic writing. Therefore, one of the applications of technological advancements in education is the use of online paraphrasing tools, such as QuillBot. According to Mohammad et al. (2024), QuillBot effectively improves students' English paraphrasing abilities, expands their vocabulary, masters language structures, and corrects grammatical errors. QuillBot also simplifies complex ideas, saves time during the writing process, and simplifies editing and revision. Similarly, Fitria (2021) demonstrated that QuillBot assists students in the rewriting of content and offers a solution for those who encounter difficulty in manually paraphrasing. Next, a study conducted by Nurmayanti and Suryadi (2023) asserted that QuillBot has the capacity to enhance clarity, prevent plagiarism, and summarize lengthy texts. Kurniati and Fithriani (2022) concluded that QuillBot enhances paraphrasing abilities, which are essential for academic writing.

QuillBot is utilized by numerous students because of the ability to paraphrase statements while preserving the original meaning. Since it was created, the application has become as one of the most favored writing tools (Fitria, 2021). The application offers both free and paid versions. The free version allows paraphrasing to 125 characters and offers just standard and fluent modes; however, the premium version permits up to 10,000 characters and includes several modes, such as formal, simple, creative, expand, or shorten (Syahnaz & Fithriani, 2023). In addition to paraphrasing, QuillBot provides grammar checking, summarization, translation, plagiarism detection, citation generation, and AI content identification (Dewi et al., 2024). Through these features, QuillBot assists users in addressing writing challenges while enhancing the overall quality of their writing (Asmara & Kastuhandani, 2024).

However, QuillBot has multiple limitations. Excessive dependence on technology can minimize students' critical thinking and independent writing abilities (Manalastas, 2024). Despite employing technically advanced AI algorithms, QuillBot may still generate inaccurate or contextually inappropriate results. The study by Fitria (2022) revealed that effective paraphrasing requires an in-depth understanding of the text, suggesting that students should develop analytical and synthesis skills rather than relying primarily on technology.

Preliminary study at UIN Raden Fatah Palembang showed that most sixth- and eighth-semester students experienced using QuillBot in their writing activities, with the majority relying on the free version rather than the premium version. This finding indicated that students have begun to integrate online paraphrasing tools into their

academic writing practices. Previous studies (Rahmani, 2023; Laila & Daulay, 2024; Manalastas, 2024; Harnoyo, 2024; Xuyen, 2024) indicated that QuillBot effectively enhances students' writing abilities and minimizes plagiarism issues. While the majority of students reported favorable experiences, some encountered difficulties in its application and stated concerns about potential reliance on the tool. Additionally, further research (Alammar & Amin, 2023; Dewi et al., 2024) corroborated the beneficial influence of QuillBot as an online paraphrasing aid in facilitating academic writing.

Although several studies have examined students' perceptions of QuillBot as an online paraphrasing tool in academic writing, limited research has specifically investigated how EFL students perceive its use in thesis writing. Previous studies mainly focused on students' general perceptions in wider academic contexts. In contrast, this study focuses on EFL students' perceptions of QuillBot Premium, especially its paraphrasing features, in writing theses and research proposals at UIN Raden Fatah Palembang. This study contributes to the understanding of how EFL students perceive the advantages and limitations of using QuillBot Premium in thesis and research proposal writing. Therefore, this study explores EFL students' perceptions of QuillBot as an AI-powered paraphrasing tool in thesis writing at the university level.

METHOD

This study adopted a qualitative approach with a case study design to explore students' perceptions of the QuillBot online paraphrasing tool in academic writing. The participants were seven students from the eighth-semester English Education Study Program at UIN Raden Fatah Palembang who actively used the premium version of QuillBot. The focus on eighth-semester students was intentional, as they were engaged in writing research proposals or undergraduate theses, which require frequent paraphrasing. Although sixth-semester students were involved in the preliminary study, they were not selected as primary participants because their involvement in paraphrasing activities was relatively limited and mostly used the free version of QuillBot.

The participants were selected by purposive sampling, specifically homogeneous sampling, which had similar characteristics that were relevant to this study. The selection criteria included students who used QuillBot Premium's paraphrasing feature, were writing a research proposal or undergraduate thesis, and had experience with multiple paraphrasing modes. Therefore, only seven students fulfilled the criteria. These participants were considered relevant because their consistent use of QuillBot Premium provided in-depth insights into the advantages and limitations of its paraphrasing features, particularly when compared to the free version, which offers only limited modes such as Standard and Fluency.

The data was gathered by face-to-face semi-structured interviews, which allowed the researcher to ask open-ended questions while keeping the discussion aligned with the research objectives. Next, the data related to the questions in this research instrument were derived from studies by Amanda et al. (2023), Nurmayanti and Suryadi (2023), Syahnaz and Fithriani (2023), Dewi et al. (2024), and Fitria (2021) which examined the advantages of utilizing QuillBot for paraphrasing. The research conducted by Fitria (2022), Manalastas (2024), and Yusnan et al. (2024) identified the limitations of QuillBot as an online paraphrasing tool for the purpose of writing. Then, the data was analyzed using thematic analysis. Thus, member checking was applied to validate the correctness and trustworthiness of the collected data results.

RESULTS AND DISCUSSION

This section presented the findings and discussion based on the interview data, which were analyzed through thematic analysis. The analysis focused on how students perceived QuillBot's online paraphrasing tool in supporting their academic writing processes, particularly in preparing proposals and theses. The findings indicated that the tool provided six primary advantages, which include discovering synonyms quickly, enhancing the clarity and meaning in writing, enhancing vocabulary acquisition, connecting with various platforms, saving time, easy to utilize. Additionally, two limitations were recognized: the need to double check the paraphrased results and the risk of over-reliance on technology. The themes and codes that emerged from the data analysis were presented in Tables 1 and 2 below.

Table 1. Themes and codes of QuillBot's paraphrasing advantages in academic writing.

| | Themes | Codes |
|---|---|---|
| 1 | Discovering synonyms quickly | a. The students stated that QuillBot automatically offered synonyms or alternative words, quickly facilitating their prompt selection of suitable vocabulary for their work. |
| 2 | Enhancing the clarity and meaning in writing | b. The students explained that the clarity of their writing improved when they customized the paraphrasing modes, arranged ideas with suitable synonyms, and reviewed their work carefully to make sure the text was logical, structured, and easily understood. c. The students argued that QuillBot's modes helped clarify the meaning of their writing. |
| 3 | Enhancing vocabulary acquisition | d. Students mentioned that QuillBot assisted them in expanding their vocabulary through the available modes which presented different words. |
| 4 | Connecting with various platforms | e. The students argued that QuillBot was accessible on a variety of devices, including a smartphone, laptop, or tablet, through an application or website. Additionally, QuillBot was supported by a variety of platforms, such as Google Docs, Microsoft Office, and Google Chrome. f. The students explained that QuillBot had an extension integrated with documents or in the text, which underlined terms in red and, upon clicking, displayed synonyms and vocabulary suggestions to assist in word selection. |
| 5 | Saving time | g. The students stated that using QuillBot accelerated the writing process and improved efficiency, as the tool automatically generated paraphrases. h. The students felt that their time was better managed and not wasted because QuillBot enabled them to complete their assignments on time and even allowed extra time for other activities. |
| 6 | Easy to utilize | i. The students reported that QuillBot was more productive, faster, and often produced better |

results.

- j. The students mentioned that QuillBot was convenient to use and could be accessed at anytime and anywhere.
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The first perception was QuillBot enabled the students to discover synonyms quickly. The students explained that QuillBot automatically offered synonyms or alternative words, quickly facilitating their prompt selection of suitable vocabulary for their work. As QuillBot had an automated system that provided alternative words immediately after students inputted the sentence, making it easier for them to quickly choose the appropriate word or phrase through context-based suggestions. This was proven by the interview results, *"When we use that phrase, QuillBot will automatically provide synonyms for the sentence we paraphrase."* (CRD, Personal communication, June 17th, 2025). Other participants also argued that, *"It provides many great synonyms to choose from very quickly, I'll bring the wrong word option that fit the context of the explanation."* (TA, Personal communication, June 16th, 2025), and *"I often copy my text and paste it into QuillBot. It automatically suggests different words or synonyms when I'm searching for them."* (NKP, Personal communication, June 15th, 2025). The findings aligned with a study by Fitria (2021) who revealed that QuillBot's integrated thesaurus feature enabled users to fast find appropriate synonyms or alternative terminology, thus enhancing writing quality and understanding while retaining the text's content and tone. Overall, QuillBot's automatic feature suggested suitable synonyms, enabled faster word selection, and supported students in writing academic texts more effectively.

The second perception was QuillBot helped students to enhance the clarity and meaning in their writing. The students explained that the clarity of their writing improved when they customized the paraphrasing modes, arranged ideas with suitable synonyms, and reviewed their work carefully to make sure the text was logical, structured, and easily understood. The clarity of the writing was obtained as QuillBot offered multiple paraphrasing modes with different word choices, allowing students to adjust their word selection as needed. Through these modes, students simplified complex expressions, shortened lengthy sentences, and replaced difficult terms with simpler words. As a result, their writing in more coherent texts and ideas that were easier to understand. This was confirmed by the interview results, *"To maintain clarity in my writing, I make sure to choose the right paraphrasing mode in QuillBot based on the purpose of my text. These help me keep the tone appropriate and ensure my ideas are expressed clearly. That really helps me make sure everything flows well and makes sense to the reader."* (AS, Personal communication, June 17th, 2025). Other perceptions, *"I try to use simple words and then short sentence. QuillBot helps me make my writing more clear and then easy to understand. It's because QuillBot offers a variety of modes. So that we can determine according to our needs, like me for example about my proposal like that."* (TA, Personal communication, June 16th, 2025). Then, *"I maintain clarity in my writing by using simple words, organizing my ideas clearly, and checking my work after writing to make sure it's easy to understand."* (RAA, Personal communication, June 17th, 2025). The findings aligned with Nurmayanti and Suryadi (2023), QuillBot was an online tool that increased writing clarity by rephrasing text, reducing plagiarism, and simplifying complex sentences. Syahnaz and Fithriani (2023) also found that its AI-based paraphrasing feature helped writers work more efficiently by removing unnecessary words and presenting ideas more clearly. Additionally, students revealed that QuillBot's modes helped clarify the meaning of their writing. Because each mode of QuillBot

provided a distinct way of articulating ideas. This evidenced by the interview result, *“I would say Formal, Expand, and Academic modes are the most helpful. Expand helps me see how ideas can be expressed in a more detailed way. Formal mode suggests more professional word choices, and Academic introduces terminology that’s great for research or thesis writing. These modes really help me grow my academic vocabulary.”* (AS, Personal communication, June 17th, 2025). This aligned with Fitria (2021) who indicated that QuillBot provided users with adjustable options to enhance grammar, conciseness, and originality, thus enhancing the efficacy and effectiveness of the writing process. In conclusion, QuillBot improved students’ writing clarity by providing customizable modes that helped them choose words and organize ideas effectively.

The third perception was QuillBot enhancing students’ vocabulary acquisition. Students said that QuillBot assisted them in expanding their vocabulary through the available modes which presented different words. The different modes, such as Academic, Formal, Expand, and Creative, gave students various vocabulary options, which helped them learn new words, understand meanings in context, and select suitable terms for their writing. This was evidenced by the interview result, *“This can enhance my vocabulary because when I paraphrase a sentence or vocabulary, each different paraphrasing feature will produce different words or synonyms.”* (CRD, Personal communication, June 17th, 2025), and other perceptions *“QuillBot has many models. It helps me find new words and identify the best ones for my writing. This way, I can learn from it and improve my vocabulary, as well as my understanding of the most suitable words for different writing purposes.”* (NKP, Personal communication, June 15th, 2025). Then, *“QuillBot show different words when I paraphrase. I learn new words and then so it helps me grow my vocabulary.”* (TA, Personal communication, June 16th, 2025). The findings aligned with a study by Fitria (2021) who stated that QuillBot’s Word Flipper allowed users to quickly replace words with synonyms, increased vocabulary variety, and made writing more interesting. Additionally, Dewi et al. (2024) reported that the thesaurus and grammar checker features of QuillBot helped students expand their vocabulary for more effective paraphrasing. In conclusion, QuillBot enhanced students’ vocabulary by providing diverse word choices through its various modes.

The fourth perception was QuillBot connected with various platforms. The students stated that QuillBot was accessible on a variety of devices, including a smartphone, laptop, or tablet, through an application or website. Additionally, QuillBot was supported by a variety of platforms, such as Google Docs, Microsoft Office, and Google Chrome, enabling users to paraphrase directly from the document they are currently editing without the need to switch programs. This was proven by the interview results, *“QuillBot can connect to other platforms via mobile, tablet, or laptop. Based on my experience, we can use QuillBot from the website or the app. It can also connect with Google Docs, Google Chrome, and so on.”* (FP, Personal communication, June 20th, 2025). Other perceptions, *“QuillBot has an extension that connects with your documents, like the words you use to write your thesis. So, if you connect it, you will get underlined words or words in red. If you click on them, a pop-up will appear with different words or synonyms that you can use in your thesis.”* (RAA, Personal communication, June 17th, 2025). The findings aligned with Fitria (2021), who indicated that multiple software programs, including Google Docs, Microsoft Office, and Google Chrome, are integrated with QuillBot. These integrations facilitate user access to and utilization of QuillBot’s functionalities within frequently used applications. In conclusion, The study found that QuillBot connected with various platforms, allowing students to access and use its features directly across multiple devices and applications.

The fifth perceptions was QuillBot helped students to save time in writing process. The students stated that QuillBot automatically generated paraphrases, which accelerated their writing process, improved efficiency, and helped them manage time to complete assignments on time. Students only needed to paste their text into QuillBot for automatic paraphrasing and then check it, removing the necessity to manually rewrite or search for synonyms. As stated by students, *“I can write faster and finish my tasks on time. We only need to enter one paragraph but we immediately get another better version like that.”*(TA, Personal communication, June 16th, 2025), and other perceptions *““It makes my writing faster, allowing me to have more time to do other things after I write my research proposal or story. I just click on the word or sentence, another word appears that I can click on.”* (AA, Personal communication, June 17th, 2025).Then, *“When using QuillBot, my time is definitely better managed. It takes less time if I use QuillBot. Especially when we're working under a deadline, it is very helpful. We just need to copy and paste the text, then QuillBot will generate it, and we just need to check which parts are incorrect or not quite right.”* (FP, Personal communication, June 20th, 2025). The findings aligned with the studies byFitria (2022)who revealed that QuillBot used an advanced AI to rephrase text, next a study byFitria (2021) stated that QuillBot assisted users in clarifying messages by removing unnecessary words and immediately enhancing their writing. Then, Manalastas (2024)indicated that QuillBot provided high-quality results instantly.In conclusion, QuillBot saved time and improved writing efficiency by automatically generating high-quality paraphrases, allowing them to complete assignments faster and manage their time more effectively.

The sixth perception was easy to utilize. The students said QuillBot was more efficient, faster, and often gave better results, and they felt it was easy to use and accessible anytime and anywhere. As QuillBot, an AI-powered tool, automatically generated accurate paraphrases from pasted text, it assisted students focus on their content without vocabulary limitations. This was evidenced by the interview result, *“Because QuillBot online is AI. Of course, using AI is easier than regular writing. When writing normally, vocabulary limitation can lead to inexact or non standard words, making the writing messy and misinterpreted.”* (FP, Personal communication, June 20th, 2025). Then another student said,*“Because QuillBot is a web-based application, we can access it anytime and anywhere we want. So, it's very convenient when you use QuillBot for paraphrasing.”* (RAA, Personal communication, June 17th, 2025); *“It's much easier and faster than doing everything by hand, and I can focus more on the content. Plus, it can be used anytime and anywhere”* (TA, Personal communication, June 16th, 2025); and the last perception, *“I think online tools are easier because they can be used everywhere and anytime.”* (AA, Personal communication, June 17th, 2025).This findings aligned with studies byFitria (2021), Amanda et al. (2023), and Manalastas (2024)who stated that QuillBot simplified rewriting by letting users paste text and click “Paraphrase,” and it provided easy access anytime and anywhere. Additionally, Manalastas, (2024)claimed that QuillBot produced paraphrased results in under one minute. In conclusion, QuillBot made it easier for students to rewrite texts quickly, efficiently, accurately, and it could be accessed anytime and anywhere.

Tabel 2.Themes and codes of QuillBot’s paraphrasing limitations in academic writing.

| Themes | Codes |
|-------------------------|---|
| 1 Need to double | a. The students realized that QuillBot as an AI (Artificial |

| | |
|---|---|
| | <p>check</p> <p>Intelligence) was not always accurate and needed to be rechecked.</p> <p>b. The students indicated that the paraphrase sometimes sounded strange, informal, or contextually inappropriate, and needed modification or edits to preserve the original meaning of the text.</p> |
| <p>2 The risk of over-reliance on technology</p> | <p>c. The students stated that they were overly reliant on QuillBot because it was simpler, quicker, and more effective than manual methods.</p> <p>d. The students reported that excessive dependence on QuillBot hindered critical thinking, as they simply accepted the paraphrased output without engaging in further evaluation.</p> |

The seven perception was the need to double check the paraphrased results. The students felt that QuillBot as anas not always accurate and its paraphrases sounded strange, informal, contextually inappropriate. Since QuillBot, a web-based AI, had limitations, it made mistakes and affected the accuracy of the meaning and tone of the original text. This was evidenced by the interview results, *“I usually double-check my sentences because we know that QuillBot is AI (artificial intelligence) and AI can make mistakes.”* (AA, Personal communication, June 17th, 2025). Other perceptions, *“Because QuillBot is web-based. So, it’s part of an AI application that sometimes makes mistakes. Since it’s AI (artificial intelligence), we need to double-check to prevent errors and mistakes.”* (RAA, Personal communication, June 17th, 2025). Then, *“I think because sometimes it’s the the change of the meaning or sentence is little bit weird. So, I always check it again.”* (TA, Personal communication, June 16th, 2025). Therefore, to overcome this problem, students reviewed and modified the paraphrased results in order to clearly maintain the original meaning in line with academic standards. One of students revealed that, *“I usually double-check. Because QuillBot is AI, and this AI can sometimes be correct and sometimes wrong. We also need to be more selective in choosing words to avoid changing the meaning of our writing.”* (FP, Personal communication, June 20th, 2025). The finding was in line with studies conducted by Fitria (2021), Amanda et al. (2023), and Manalastas (2024), who indicated that users are required to recheck QuillBot’s paraphrasing results manually, since it sometimes produces inaccurate sentences that need further editing to improve clarity. Then, Fitria (2021) emphasized that QuillBot cannot replace human intelligence, so users have to carefully understand the produced text before rewriting it in their own words. Additionally, Manalastas (2024) confirmed that QuillBot, as an AI, had weaknesses in paraphrasing accuracy and sometimes produced unclear or nonsensical statements. In conclusion, the students realized that QuillBot’s limitations required them to double-check and adjust its paraphrased results to retain accuracy and clarity in their writing.

The eighth perception was the risk of over-reliance on technology. The students mentioned that they were overly reliant on QuillBot because it was simpler, quicker, and more effective than manual methods. By using QuillBot, the students only needed to copy and paste text, which saved time, simplified paraphrasing, particularly for complex sentences, and matched their preference for practical technology. This was evidenced by the interview results, *“Yes, because this is the modern era. I rely on online paraphrasing because it it’s easier and handwriting or searching in the thesaurus or Google for each word individually. With QuillBot I can just copy and paste.”* (NKP, Personal

communication, June 15th, 2025). Other perceptions, *“Yes, I feel I have become very reliant on online paraphrasing tools like QuillBot because they are very convenient and help me save time when I need to paraphrase complicated sentences or avoid repetition.”* (AS, Personal communication, June 17th, 2025). Manalastas (2024) and Yusnan et al. (2024) noted that online paraphrasing tools such as QuillBot had the potential to create dependency, as students relied on them rather than improving their own writing abilities. In addition, students argued that excessive dependence on QuillBot hindered critical thinking, as they simply accepted the paraphrased output without engaging in further evaluation. This occurred as they copied and pasted text into QuillBot, allowed it to paraphrase automatically, and did not try to understand the content or learn new vocabulary. As the students stated, *“I think this could influence critical thinking because, in this modern era, people prefer convenience and instant results. This might lead people to stop asking others for help or seeking deeper understanding, especially when it comes to finding new words, since they only copy and paste.”* (NKP, Personal communication, June 15th, 2025). Other perceptions, *Yes, I can't think critically as much because everything is done by QuillBot, and it's done.”* (AA, Personal communication, June 17th, 2025). This finding was confirmed by Manalastas (2024), who pointed out that excessive dependence on online paraphrasing tools weakened students' writing and analytical abilities, prevented them from engaging critically with sources, developing ideas, and building their own writing style, and also minimized opportunities for deeper learning and critical creativity if the tools were not applied properly. In conclusion, findings showed that while QuillBot had offered efficiency and convenience, students' excessive reliance on it limited their critical thinking and ability to develop independent writing skills.

Therefore, the results of this study revealed that QuillBot helped students by offering quick synonyms, improving clarity and meaning, increasing vocabulary acquisition, saving time, and being easy to utilize. However, it sometimes produced inaccurate results that needed to double check and correction, and overreliance on it reduced critical thinking and independent writing skills, which affected students' learning process. In addition, it is important to recognize the need for a balance between technology and human skills, since human creativity and critical thinking could never be replaced by technology.

CONCLUSION

Based on the findings, the eighth-semester students of the English Education Study Program at UIN Raden Fatah Palembang generally had positive perceptions of QuillBot as an AI-assisted paraphrasing tool in academic writing. Students considered QuillBot helpful for improving clarity, expanding vocabulary, simplifying the writing process, and saving time in writing research proposals and undergraduate theses. However, they also emphasized the importance of carefully reviewing paraphrased results to maintain accuracy, originality, and academic meaning, since excessive dependence on the tool may reduce independent writing and critical thinking skills.

This study implies that QuillBot can support academic writing when used appropriately and critically. Therefore, students are encouraged to use paraphrasing tools as complementary resources rather than substitutes for their own writing abilities. Instructors are also expected to provide guidance on effective and ethical paraphrasing practices to help students develop independent writing skills. Future studies are recommended to involve broader participants and additional research methods to

obtain more comprehensive findings regarding the use of AI-assisted paraphrasing tools in academic writing.

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