

**THE IMPACTS OF USING THE QUILLBOT APPLICATION
ON WRITING ESSAY
THESIS**

Submitted of the Faculty of Education and Teacher Training
Department of English Language Education

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ON WRITING ESSAY**

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Has Been Approved and Submitted to the Thesis Munaqasyah Defense
as One the Requirements to Obtain a Bachelor's Degree
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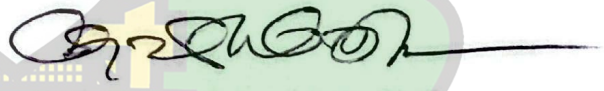
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THESIS

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The Impacts of Using Quillbot Applications On Writing Essay

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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a yang membuat surat pernyataan,



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ABSTRACT

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This study investigates the impacts of using the quillbot application on students essay writing. Employing a qualitative case study approach, data were collected through semi-structured interviews with seven participants. The analysis revealed five major categories of difficulty: (1) limited understanding of the writing process, particularly in planning and structuring ideas before using Quillbot; (2) varied motivation and attitudes toward writing, which influenced how strategically the tool was used; (3) high dependence on the application, especially for grammar and coherence, sometimes leading to shortcut behaviors; (4) perceived impact on writing quality, including both improvements in clarity and concerns over loss of voice and meaning; and (5) awareness of academic integrity, where students were cautious about plagiarism but sometimes lacked clear boundaries in using AI-generated outputs. Despite these challenges, the study found that some students employed reflective and strategic approaches, such as revising Quillbot suggestions critically, using the tool selectively, and maintaining their own writing voice. The findings emphasize the need for instructional interventions that focus on writing development, digital literacy, and ethical tool use. Future research is encouraged to explore comparative use of other AI-based tools, include a larger participant base, or examine teacher perspectives on the role of paraphrasing tools in academic settings.

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CHAPTER I

INTRODUCTION

This chapter provides an overview of the study, including the background, research question, objectives, significance, and key terms. It establishes the foundation for exploring the impacts of using quillbot applications on students essay writing, particularly among english language education students at UIN Ar-Raniry.

1.1 The Background of the Study

In the era of digital transformation, technology has played a significant role in shaping the way students approach academic tasks, including writing. The integration of digital tools in education has brought convenience, especially for students learning English as a foreign language. Among these tools, Quillbot, an AI-based paraphrasing application, has become increasingly popular among university students. This application is designed to assist users in rephrasing sentences, correcting grammar, and improving vocabulary, making it particularly attractive for those struggling with academic writing in English.

Although Quillbot offers various features that support students in writing, its usage has both positive and negative consequences. Rather than solely enhancing students' writing abilities, reliance on this tool can lead to challenges. Students frequently report an excessive dependence on automated suggestions, which can limit their capacity to think critically and articulate ideas independently. Additionally, many students possess limited knowledge of sentence structure, making it difficult for them to assess whether the paraphrased output is accurate or appropriate

These issues are corroborated by earlier studies such as by (Sari & Rahman, 2020), who found that the excessive use of digital writing tools may impede the development of authentic writing skills. Consequently, students might not engage thoroughly in the process of constructing sentences and paragraphs utilizing their own knowledge and linguistic proficiency. Similarly, Anh (2019) observed that paraphrasing generated by AI could distort the semantics and result

in the loss of original meaning, especially when students lack sufficient understanding of the context from which the text is derived. This phenomenon has been observed among students in the English Language Education Department, who often use Quillbot without critically reviewing its outputs.

Another concern is the declining motivation among students to learn academic vocabulary and grammar. Zhang (2017) argues that when students become too dependent on digital paraphrasing tools, they tend to neglect the process of acquiring language skills, which weakens their overall language awareness. In addition, Habibi (2017) found that students who rely on such tools frequently skip important stages of the writing process, such as brainstorming, drafting, revising, and editing. These stages are essential for developing strong academic writing abilities and building logical, coherent arguments.

While technological tools like Quillbot can provide support for students, particularly non-native English speakers, they must be used with caution. If used without understanding and reflection, these tools can hinder students ability to develop original content, construct coherent arguments, and meet the academic standards required in essay writing. This issue is especially critical in academic settings where students are expected to demonstrate independent thinking, mastery of grammar and vocabulary, and clarity in written communication.

Although Quillbot can provide significant support, especially for non-native English speakers, its use must be exercised with caution to avoid diminishing critical thinking, coherent argumentation, and adherence to academic writing standards. In academic environments such as the English Education Department at UIN Ar-Raniry, Quillbot usage is growing; however, research that specifically explores both the positive and negative impacts of this application as well as the strategies that students employ to address the challenges remains limited.

Therefore, this study aims not only to identify the positive and negative impacts of using Quillbot on students' essay writing but also to investigate the strategies students use to overcome difficulties in utilizing this application. By focusing on students' actual experiences, this research is expected to provide

clear insights into how Quillbot influences the development of academic writing skills and to offer recommendations for educators and students to optimize and ethically use this tool.

1.2 Research Question

The research question of this thesis:

1. What are the positive impacts of using the Quillbot application on students essay writing?
2. What are the negative impacts experienced by students in using the Quillbot application for writing essays?

1.3 The Aim of the Study

The research has a specific purpose to be investigated. The objectives are as follows :

1. To examine the positive impacts of using the Quillbot application on the process and quality of students' essay writing.
2. To describe the negative impacts or challenges faced by students in utilizing the Quillbot application for essay writing.

1.4 Significances of Study

This research is formulated to give the contribution of the researchers ideas for:

1. Students

To raise awareness regarding the advantages and risks of using Quillbot and to encourage responsible strategies that foster independent development of academic writing skills.

2. Teachers

To serve as a reference for designing learning approaches that integrate the ethical and effective use of AI tools and to assist in detecting and addressing excessive dependence on technology in writing.

3. Future Researchers

To provide a foundation and inspiration for further studies related to the use of AI technology in English language education, particularly in digital literacy development and academic ethics.

1.5 Terminology

1. Impact

The influence or effect resulting from the use of the Quillbot application on students' essay writing activities.

2. Quillbot Application

Quillbot is an AI that is popular among students because of its important function in the process of creating scientific papers. An AI-based paraphrasing and writing enhancement tool that helps users rewrite text using different vocabulary and sentence structures.

3. Writing Essay

Writing essay refers to the process of composing a structured piece of academic writing that presents an argument or analysis, typically in English, and includes an introduction, body paragraphs, and a conclusion.

