

**PERCEIVED USING PARAPHRASING TOOL “QUILLBOT”
ON STUDENTS’ WRITING SKILLS**

THESIS

Submitted by:

MUHAMMAD FAISAL

NIM. 200203043

Student of the Faculty of Education and Teacher Training

Department of English Language Education



**FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY BANDA ACEH**

2025 M / 1446 H

THESIS

Submitted to Faculty of *Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of the Requirements for

The Bachelor Degree of Education in English Language Teaching

by:

MUHAMMAD FAISAL
NIM. 200203043

Student of Faculty Terbiyah dan Keguruan
Department of English Language Education

Approved by:

A R - R A N I R Y

Supervisor,



Chamisah, S.Ag., M.Ed.

Date: December, 27, 2024

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfilment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Saturday, 04th January 2025
04th Rajab 1446 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,

Chamisah, S.Ag., M.Ed

Secretary,

Fera Busfina Zalha, MA

Member,

Rita Hermida, S.Pd.L., M.Pd

Member,

Rahmi Fhonna, MA

AR - RANIRY

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universita Islam Negeri Ar-Raniry Banda Aceh



Prof. Saiful Mujib, S.Ag., M.A., M.Ed., Ph.D

NIP. 197301021997081003

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama : Muhammad Faisal

NIM : 200203043

Tempat/tanggal lahir : Banda Aceh, 04 September 2002

Alamat : Leupung Cut, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

PERCEIVED USING PARAPHRASING TOOL "QUILLBOT" ON STUDENTS' WRITING SKILLS

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

Banda Aceh, 28 Desember 2024

Saya yang membuat surat pernyataan



Muhammad Faisal

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to express my gratitude to Allah, the Almighty God. I am grateful for His blessings and guidance, which enabled me to persevere and complete this thesis. Peace and blessings be upon the Prophet Muhammad SAW who has enlightened and guided his people to the straight path.

I want to thank my supervisor, Chamisah, S.Ag., M.Ed. for her invaluable guidance, experience, and support throughout this research. Her wise suggestions and encouragement have improved the quality of this thesis. May Allah reward her with kindness. I would also like to thank the lecturers and staff at the Department of English Education for their unwavering support. I would also like to thank my academic advisor, Syarifah Dahliana, S.Ag., M.Ag., M.Ed., who has been my best advisor. May Allah bestow His blessings on all of them.

My sincere appreciation goes to my beloved mother, Marhalina, and my beloved father, Yusri Hasan. My parents always provide love, prayers, support, knowledge, and attention. Thank you also to my younger siblings, for their endless love, encouragement, and patience, thank you very much. Their support and unwavering faith in my abilities have been a constant source of strength. May Allah grant my family favor in this world and the next.

In addition, I would also like to thank the eight informants who generously contributed their time and insights to this research. Their efforts have added depth and scope to this research. May Allah reward their kindness. In addition, I am

grateful for the help, support, and encouragement I received from a very kind person, Fanie Nabila. And my colleagues in the English Education 2020 class. Your views, debates, and spiritual support were invaluable during difficult times. Allah bless you all for your good deeds.

Finally, I realize that constructive criticism and suggestions are much needed to improve this thesis. I thank myself for persevering through the difficult times during this process. Alhamdulillah, I was strong enough to endure all the tears and pain of the process. You are great, Muhammad Faisal. May Allah bless us all with His grace.



Banda Aceh, December 28th 2024

The Researcher,



Muhammad Faisal

ABSTRACT

Name : Muhammad Faisal
NIM : 200203043
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : Perceived Using Paraphrasing Tool “Quillbot” on Students’ Writing Skills
Supervisor : Chamisah, S.Ag., M.Ed.
Keywords : Writing Skill, Students Perception, Paraphrasing Tool Quillbot

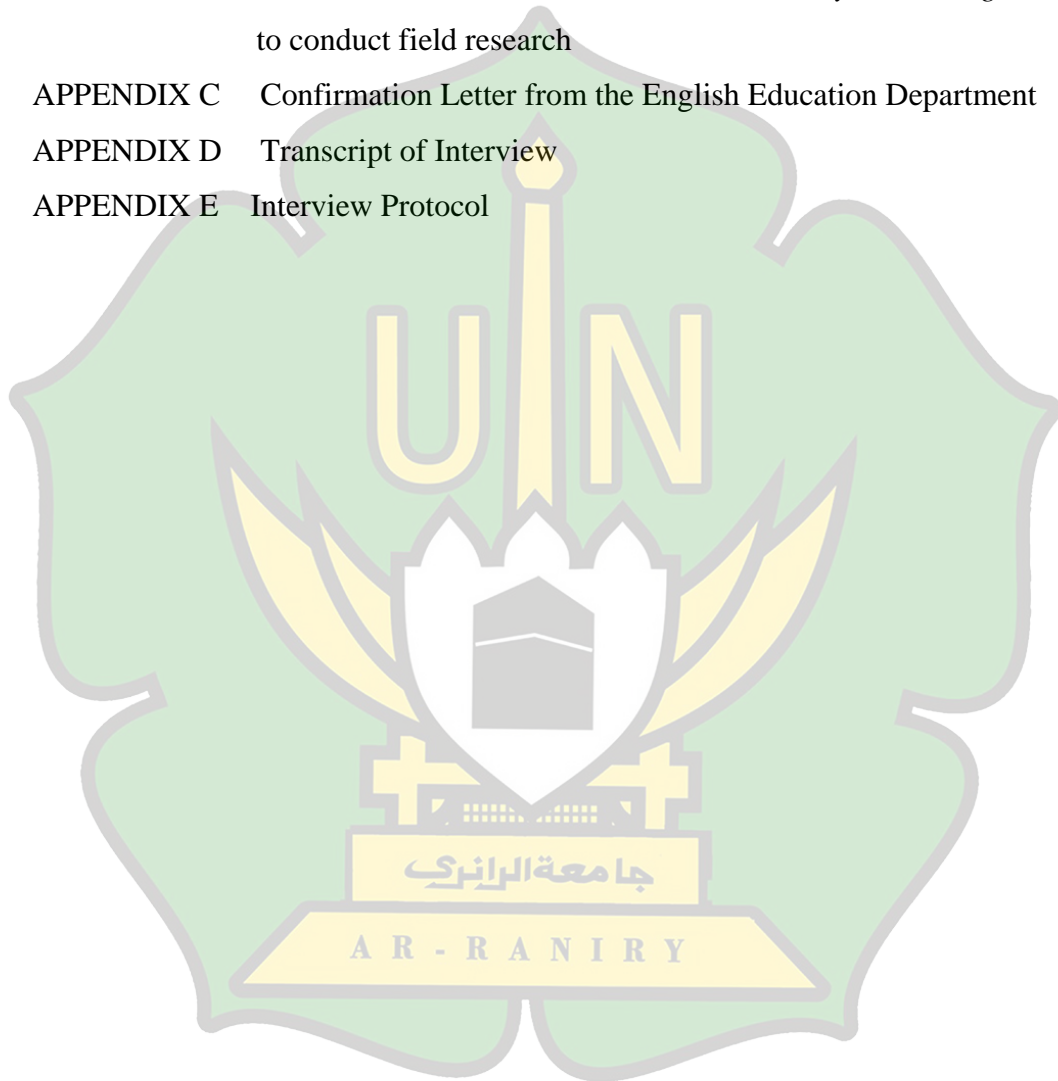
The background of this study was students' perceptions of the Quillbot on their writing ability. This study aimed to find out students' perceptions and the effects of Quillbot on their writing ability. This research used a qualitative approach with a semi-structured interview method to obtain the perception of using the Quillbot on students' writing ability. The population of this study was the 2021 batch of students in the English education study program of UIN Ar-Raniry. The sample consisted of eight students. The results showed that students' perceptions of Quillbot indicated it could improve writing skills and correct wrong writing. Additionally, the effects of Quillbot on students included an increase in vocabulary knowledge and a tendency to become dependent on paraphrasing tools. This study suggested that students could use the paraphrase tool as an auxiliary tool rather than as a tool to create their written works.

TABLE OF CONTENT

DECLARATION OF ORIGINALITY	iv
ACKNOWLEDMENT	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Research Question	4
C. The Aims of Study.....	4
D. Significance of Study.....	4
E. Terminology	4
CHAPTER II LITERATURE REVIEW	8
A. Writing Skills.....	8
B. Paraphrasing	12
C. Paraphrasing Tools	15
D. Previous Studies	22
CHAPTER III RESEARCH METHODOLOGY	26
A. Research Design	26
B. Research Participants.....	26
C. Data Collection Technique	27
D. Data Analysis Procedure	28
CHAPTER IV FINDINGS AND DISCUSSION	38
A. Findings	38
B. Discussion.....	39
CHAPTER V CONCLUSIONS AND SUGGESTIONS	29
A. Conclusions	29
B. Suggestions	30
REFERENCES.....	41
APPENDICES	
AUTOBIOGRAPH	

LIST OF APPENDICES

- APPENDIX A Appointment Letter of Supervisor
- APPENDIX B Recommendation Letter from *Fakultas Tarbiyah dan Keguruan* to conduct field research
- APPENDIX C Confirmation Letter from the English Education Department
- APPENDIX D Transcript of Interview
- APPENDIX E Interview Protocol



CHAPTER I

INTRODUCTION

A. Background of Study

Paraphrasing was often confused with summarizing, but it differed in that it entailed more than simply condensing content into shorter sentences. Paraphrasing necessitated the ability to identify the main ideas and translate them into one's own words, requiring a higher level of comprehension and critical thinking (McCarthy, 2020).

Paraphrasing involved rephrasing text in one's own words while maintaining the original meaning. It required a deep understanding of the material, allowing the writer to restate the ideas without altering their intent. This skill was essential for avoiding plagiarism and demonstrating comprehension of the source material (Smith, 2015; Johnson, 2017; Brown, 2019).

Paraphrasing Often thought of as a summary, yet it involved more than just shortening content into briefer sentences. Paraphrasing necessitated the ability to identify the main ideas and translate them into one's own words, requiring a higher level of comprehension and critical thinking (Smith, 2015; Johnson, 2017; Brown; 2019).

Paraphrasing Often confused with summarisation, involves rephrasing text in one's own words while maintaining the original meaning. It requires a deep understanding of the material and critical thinking to identify the main ideas

without altering their intent. This skill is crucial for avoiding plagiarism and demonstrating comprehension of the source material.

Writing and paraphrasing are essential skills in academic and professional contexts. Writing involves generating and organizing ideas clearly and coherently, which is fundamental for communicating effectively (Jones, 2020). Paraphrasing, on the other hand, requires one to restate information in their own words while preserving the original meaning, demonstrating a deeper understanding of the source material (Smith, 2020). Both skills are crucial for producing original work and avoiding plagiarism, making them indispensable in any scholarly or professional setting. According to Jones (2020), effective writing and accurate paraphrasing not only enhance comprehension but also ensure the integrity and originality of the written content.

Recent studies highlighted the crucial role that writing plays in students' academic lives, noting that much of their work, including exams, reports, and assignments, involved writing (Johnson & Smith, 2020). Despite its importance, students often perceived writing as a challenging and less engaging task. This perception was influenced by various factors, including individual attitudes toward writing and the difficulty of translating ideas into written form. The notion that writing was inherently difficult and uninteresting for many students underscored the need for improved support and strategies to enhance writing skills and motivation (Johnson & Smith, 2020).

Bin and Michael (2019) stated that paraphrasing tools were programs that enabled users to change the words in a piece of writing without affecting its

original meaning. Fitria (2022) expanded this definition by stating that the purpose of paraphrasing tools was to substitute words, phrases, sentences, and even entire paragraphs with alternate versions of the material without affecting the general sense of the text. In the previous research, the researcher discussed the benefits of Quillbot, which made it easier to create scientific work. The researcher also emphasized the importance of the ability to paraphrase in the scientific field to prepare students for future technology use. The previous researchers hoped that future students would broaden their horizons, which would help them realize their careers after college and continue to the next generation. Following this research, the researcher aimed to evaluate the impact of using Quillbot on students' writing skills and determine whether Quillbot could enhance the academic quality of their written work.

This research differed from previous studies, which discussed the impact of Quillbot as a whole. Here, the researcher discussed more specifically the impact of Quillbot on students majoring in the English Education Department at Ar-Raniry State Islamic University in Banda Aceh. The researcher examined in more detail the impact that Quillbot had on the writing skills of English students and how Quillbot affected their cognitive abilities in making their papers more academic.

The analysis section comprehensively argued the impact of Quillbot on students' academic writing skills and abilities. It assessed whether this research could help and provide information to educators and students, and what the disadvantages of using paraphrasing tools in an educational context might be. It

also examined whether tools such as Quillbot could have reduced students' ability to think academically or, conversely, had the opposite effect.

B. Research Questions

Based on the background of the study above:

1. What do the EFL students perceive on the Quillbot?
2. What are the effect of the Quillbot on students' writing skills?

C. The Aim of Study

Based on the research question, the aims of the study are:

1. To investigate the EFL students' perception on the Quillbot.
2. To investigate the effect of the Quillbot on students' writing skills.

D. Significances of Study

The findings of this research were expected to help students perform in several academic practices. The findings of this study were expected to assist teachers in supporting learning, developing more varied materials for the teaching and learning process, and increasing creativity in explaining concepts and making them more interesting. Teachers could plan more complex classroom activities and facilitate understanding, making it easier for students to grasp the material. Additionally, for other researchers interested in studying this subject, this research could serve as a reference to aid them in completing their research.

E. Terminology

The section provides definitions for the key terms of this study to prevent misunderstanding.

a. Writing Skills

Writing skills refer to one's ability to express ideas, information, or arguments effectively. They included various aspects, such as grammar, vocabulary, sentence structure, and the ability to organize ideas clearly and coherently. These skills were important in multiple contexts, including academic, professional, and everyday communication.

According to Graham and Perin (2019), writing skills involve a complex process, where writers not only need to understand the rules of language but also have to be able to adjust the style and tone of the writing according to the intended audience. This showed that writing was not just a technical skill, but also a communication skill that required a deep understanding of context.

In the development of education, the emphasis on writing skills has been increasing. This was because good writing skills contributed to an individual's academic and professional success. Although technology has changed the way people communicate, effective writing skills remain an important aspect of conveying thoughts clearly and persuasively (Pritchard & Honeycutt, 2019).

b. Students Perception

According to Schunk (2012), Student perception refers to how students interpret and understand their learning experiences based on interactions with teachers, peers, and the learning environment. It influences their motivation, engagement, and academic outcomes. Student perception refers to students' views, understandings, and evaluations of their learning experiences, including teaching,

the classroom environment, and course materials. These perceptions could affect students' motivation, engagement, and academic achievement.

According to Brookhart (2013), Student perception also involves how they interpret feedback from teachers. Positive perceptions of feedback enhance students' understanding of their strengths and weaknesses, encourage reflection, and improve learning outcomes.

According to Liu and Wang (2020), students' perceptions were critical as they provided insight into how they perceived the learning process and how they interacted with teachers and classmates. This suggested that understanding student perceptions could have helped educators improve teaching methods and create a more effective learning environment.

Research by Hattie and Donoghue (2021) also emphasized that students' perceptions of the learning process had a significant impact on their academic outcomes. Thus, identifying and understanding student perceptions was a crucial step in optimizing the learning experience.

c. Quillbot

Quillbot is a relatively recent technological tool and has not been the subject of widespread academic analysis by many "experts" or in peer-reviewed literature. However, its function as a paraphrasing and writing assistant can be described in the context of broader research on AI-powered tools for education and writing assistance.

Quillbot was an artificial intelligence-based writing tool designed to assist users in summarizing, improving, and paraphrasing text. It used natural language

processing technology to provide sentence alternatives and improve language structure, resulting in clearer and more efficient writing.

According to Chen et al. (2019), AI-based writing tools, like Quillbot, leverage advanced NLP techniques to provide real-time feedback, paraphrasing suggestions, and grammatical corrections. These tools aim to improve users' writing efficiency and reduce redundancy, which is especially useful for non-native English speakers and academic writers.

According to Kaplan (2021), Kaplan notes that tools like Quillbot enhance writing productivity by offering paraphrasing suggestions that align with specific writing goals, such as maintaining a formal tone or simplifying complex sentences. These tools contribute to the democratization of professional-level writing assistance.

According to Quillbot (2021), the tool aimed to improve writing skills by allowing users to see different ways of conveying the same idea while strengthening their understanding of grammar and vocabulary. As such, Quillbot was a useful tool for students, writers, and professionals who wanted to improve the quality of their writing.