



SCOPE

Journal of English Language Teaching

| p-ISSN 2541-0326 | e-ISSN 2541-0334 |

<https://journal.lppmunindra.ac.id/index.php/SCOPE/>



Research Article

Enhancing Students' Writing Ability through Quillbot: Teachers' Perspective

Siti Rahma Tanjung¹, Utami Dewi²

^{1,2} Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

KEYWORDS

Quillbot;
Enhancing;
Teachers' perspective;
Writing.

CORRESPONDING AUTHOR(S):

E-mail: siti0304203181@uinsu.ac.id *

A B S T R A C T

This qualitative case study explores educators' perspectives on Quillbot, an AI-powered writing assistance tool. Five teachers familiar with Quillbot participated in questionnaires and in-depth interviews. The study aimed to assess Quillbot's effectiveness in enhancing students' writing abilities. The results indicate that teachers generally viewed Quillbot positively as a means to enhance students' writing abilities. Furthermore, Quillbot was found to offer valuable writing features and contribute to language skill development. This study highlights the crucial role AI technologies like Quillbot play in facilitating high-quality student writing.

INTRODUCTION

In recent years, AI-powered writing tools have gained prominence in educational settings. QuillBot, a widely-used paraphrasing tool, exemplifies this trend. It offers functionalities such as rephrasing content, grammar checking, text summarization, and plagiarism detection (Dale, 2020). Despite the availability of such resources, students' writing proficiency remains an area requiring improvement, particularly in English language learning contexts. QuillBot aims to address common writing challenges faced by students, including difficulties in essay composition, language barriers, and the risk of unintentional plagiarism (Fitria, 2021; Meiningsih, 2021). By facilitating paraphrasing, QuillBot offers a potential solution when manual rephrasing proves challenging for both teachers and students (Kusuma, 2020a). Utilizing this tool is straightforward – users simply input or paste their content, then activate the Paraphrase function, prompting QuillBot to rewrite the text (Kings & Gupta, 2021). In Indonesia as a whole, teachers' confidence in their own abilities to write scientific articles is low. Consistent with the findings of Isa et al. (2016), Hutajulu et al. (2020) found that the quality of scientific writing in Indonesia is significantly lower than in its immediate neighbors. Educators, including teachers and professors, need to

participate in socialization or training to ensure they maintain the expertise crucial to the field of education and, specifically, to the enhancement of the quality of education they provide their students (Wicaksana et al., 2021). Paraphrasing is often difficult for students because they tend to want to simply repeat the original text (O'Reilly, 2012). This statement is in line with the research from Shi (2012) that the students have difficulties in understanding how to paraphrase to avoid plagiarism. Paraphrasing is the practice of rewriting a section from a written text in the manner and style of the paraphraser rather than the original author (Soles, 2003). Therefore, QuillBot is one of the most popular free, paraphrasing tools.

A number of studies have examined the effectiveness of using quillbot to improve writing for students (Nuryanti, N., et al, 2023; Tira Nur Fitria, 2021). Previous studies have primarily focused on evaluating Quillbot's effectiveness as a paraphrasing tool. However, Amanda, et al. (2023) suggest that Quillbot can also serve as an alternative tool to assist students in their English writing. While research has explored QuillBot's technical capabilities and its impact on student writing, there is a notable gap in understanding educators' perspectives on this tool. Teachers play a crucial role in implementing and guiding the use of educational technologies, yet their views

on AI-powered writing assistants like QuillBot remain underexplored.

This study aims to address this research gap by examining teachers' perceptions of QuillBot as an English writing assistance tool. Understanding educators' views is essential for evaluating the tool's effectiveness, identifying potential benefits and drawbacks, and informing best practices for its integration into writing instruction. By focusing on teachers' perspectives, this research contributes valuable insights to the ongoing discourse on AI's role in enhancing student writing skills

Consequently, this research area warrants further in-depth investigation. In this context, the perspective of text translation teachers is crucial and invaluable in conducting research in this field. Therefore, this study aims to explore teachers' perceptions of Quillbot as a digital tool that can enhance the quality of students' writing. Specifically, the study will examine how teachers perceive the value of Quillbot as a writing aid. The findings of this study are intended to provide insights from the teachers' perspective on how to effectively integrate the learning and teaching of English as a Foreign Language (EFL) in Indonesia.

METHOD

Design

This research applied a qualitative case study approach. Case study is a remarkably effective research approach as it leverages organically occurring information sources, such as individuals and their interpersonal interactions, within the context of the case being studied (Hyett, Kenny & Dickson-Swift, 2014). This study employed a qualitative case study approach to explore educators' views on Quillbot as a tool for enhancing students' writing skills.

Participant and Techniques of Data Collection

The research involved the participation of five English language instructors. In line with the study's objectives, participants were chosen through purposive sampling. Specifically, the key criterion for selection was the educators' experience in using Quillbot for English writing.

This study collected data from two primary sources: questionnaires and in-depth interviews. The questionnaire, comprising closed-ended questions, was distributed electronically using Google Forms and analyzed graphically. Based on the questionnaire responses, the researchers formulated questions for follow-up in-depth interviews. The in-depth interviews were conducted to gather more detailed information about the respondents' questionnaire answers. A total of five participants took part in these interview sessions. With the participants' consent, the interviews were audio-recorded. These recordings were

subsequently transcribed word-for-word in preparation for the data analysis phase.

Table.1 Demographic Participants

Participants	Age	Educational Background	Experience Using Quillbot
T1	36	S1	1 month
T2	33	S1	1 year
T3	29	S1	3 month
T4	30	S1	3 month
T5	41	S1	2 month

Technique of Data Analysis

This research utilized Thematic Content Analysis to examine the interview findings. This approach allowed for the identification of recurring themes and patterns in educators' views on Quillbot's effectiveness and impact on student writing. The combination of questionnaires and in-depth interviews, analyzed through Thematic Content Analysis, directly supports the study's objective of gaining a comprehensive understanding of educators' perspectives on Quillbot in writing instruction.

According to Braun & Victoria (2006), this analytical approach seeks to discover patterns and connections among themes arising from qualitative data to address the study's research questions. The interview transcripts underwent qualitative analysis using thematic content analysis to extract relevant themes. The analysis followed a three-stage coding process, as outlined by Terrel (cited in Fithriani et al., 2019). Initially, researchers manually highlighted key quotes and passages using colored pencils, which informed further analysis. Subsequently, all significant quotes and passages were provisionally categorized at the sentence level. Lastly, the findings underwent multiple reviews, with categories and subcategories being refined until reaching saturation. This iterative approach facilitated the holistic development of themes from the raw interview data through multiple coding stages.

RESULTS AND DISCUSSION

This section presents findings about teachers' perspectives on how to improve students' writing through Quillbot. The data collected in this study could be categorized into two sections: First, the involvement of English teachers in developing students' writing through Quillbot. Second, the results are analyzed from teachers' perspective on the use of Quillbot to improve students' writing.

English Teacher Involvement in Developing Student Writing through Quillbot

The data analysis findings reveal that English teachers have engaged in various activities aimed at enhancing the quality of student writing. One such approach involves the utilization of digital tools, specifically Quillbot. Teachers have employed Quillbot as a tool to aid in improving the quality of their students' written work.

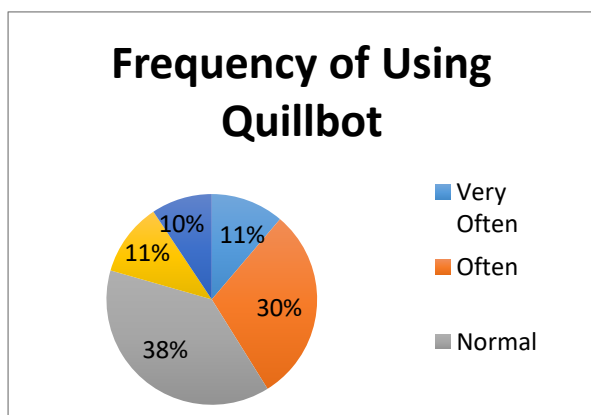


Figure 2. Teachers' Frequency of Using Quillbot

The questionnaire results indicate that the graph indicates that Quillbot usage among teachers is relatively common. The data reveals that 38% of teachers use Quillbot at a normal frequency, while 30% report using it often. An equal proportion of teachers (11%) fall into both the "very often" and "rarely" categories of Quillbot usage. Additionally, 10% of teachers state they seldom use the tool.

Table 3 Teachers' intended use of Quillbot

Initial of Teachers	Benefit of Quillbot
T1	Quillbot is employed as a tool to instruct students on paraphrasing techniques and to enhance the flow and coherence of their sentences.
T2	Quillbot aids in the instruction of paraphrasing skills and serves as a means to help students avoid plagiarism in their written work.
T3	Quillbot is utilized to provide students with practice opportunities for paraphrasing written content.
T4	Quillbot assists students in developing and composing engaging written pieces across a variety of styles and formats.
T5	Quillbot serves as an educational tool to teach students how to effectively paraphrase and rephrase their sentences.

According to the statement, teachers utilize Quillbot as a means to engage their students in improving their writing skills. T1 explained that the purpose of employing Quillbot is to teach paraphrasing techniques and improve sentence

flow. This aligns with the explanations provided by T2, T3 and T5, who stated that the objective of using Quillbot is to assist students in the writing process and to help them avoid plagiarism. This perspective is consistent with the opinion of Y. Liu et al. (2023), who stated that AI writing tools, with their ability to provide prompts and suggest improvements, can support students in articulating their thoughts and enhancing the richness of their written content. While T4 believes that utilizing Quillbot can also assist students in writing with various styles. A study conducted by Gayed et al. (2022) found that AI writing tools can play a crucial role in promoting the development of ideas, thereby helping students overcome creative blocks they may encounter during the writing process.

Teachers' Perspective on the Use of Quillbot To Improve Students' Writing.

This section explores the interview findings concerning teachers' viewpoints on how Quillbot can enhance learners' writing competencies. Numerous students have utilized Quillbot in educational settings. Through interviews with English instructors, this study aims to understand their perspectives on Quillbot's potential to improve students' writing abilities. The researchers interviewed five English teachers, inquiring about their views on how Quillbot could bolster learners' writing prowess. These interviews provide insights from educators with firsthand experience observing students' strengths, weaknesses, and leverage of AI writing tools like Quillbot to advance their writing and learning skills. The qualitative findings shed light on the differing opinions teachers hold regarding this matter within a particular educational environment.

Theme one: Enhancing students' writing abilities

Based on data taken through interviews, they stated that Quillbot could improve students' writing skills. Can be seen from the statement below:

"As someone who utilizes Quillbot for paraphrasing, I believe this tool has the potential to enhance students' writing abilities. Based on my firsthand experience using Quillbot, I have found that it can significantly improve the quality of one's written work." (T1, Interview)

The participant, referred to as T1, stated that they directly employed Quillbot as a paraphrasing instrument. T1 further expressed that this tool possessed the capability to enhance learners' writing proficiency, as their firsthand utilization of Quillbot yielded highly satisfactory outcomes in terms of written output. A significant use case of artificial intelligence in the writing domain lies in its potential to accelerate the literature review process, which involves handling substantial quantities of semi-structured (meta)data (Wagner et al., 2022). This is also in line with T2's opinion:

“I think Quillbot can help students improve their abilities in English writing. because Quillbot provides many benefits in writing.” (T2, Interview)

T2 further elaborated on his perspective regarding Quillbot. He expressed that this tool offers numerous advantages for writing tasks. Its utilization can aid learners in enhancing their English writing proficiency, resulting in improved overall quality of their written work. The observations from T1 and T2 are supported by existing literature, which underscores the effectiveness of Quillbot in enhancing paraphrasing abilities an essential skill for academic writing. Kurniati and Fithriani (2022) found that Quillbot's paraphrasing functionality helps students rephrase content while preserving meaning, thus reducing plagiarism risks. This aligns with Marzuki et al. (2023), who emphasized Quillbot's role in effective academic writing. The benefits observed by teachers corroborate Ouyang et al. (2022), who noted that AI tools like Quillbot are increasingly used to improve learning experiences. Their study highlighted the positive impact of integrating AI tools on students' academic achievements, including writing skills. They observed an increasing inclination among educators to incorporate a combination of AI-powered tools with the aim of enhancing the learning experience. Furthermore, their analysis revealed that this integrated approach yielded favorable outcomes, positively impacting students' overall academic achievement, including improvements in their writing proficiency. QuillBot represents a cost-effective paraphrasing solution accessible in the market, leveraging cutting-edge artificial intelligence techniques to rephrase various forms of content. The use of Quillbot in enhancing students' writing abilities is well-supported by both qualitative interview data and existing research. Teachers appreciate Quillbot's paraphrasing capabilities, which align with broader findings on the benefits of AI tools in improving writing proficiency. The integration of Quillbot in writing tasks reflects a growing trend towards utilizing AI to support and enhance educational outcomes.

Theme two: Encourage students' writing development

An additional factor contributing to educators' consideration of Quillbot is its potential to foster the advancement of learners' writing competencies.

“From my perspective, Quillbot can be a place to develop students' writing skills because Quillbot has many features that make students' writing better.” (T3, Interview)

T3 expressed his viewpoint that Quillbot could serve as a platform for learners to cultivate their writing proficiencies. According to T3, Quillbot offers a multitude of features that students can utilize to enhance the overall quality of their written work. The prior research conducted

by Nurmayanti & Suryadi (2023), presented in their journal publication, arrived at the conclusion that Quillbot facilitates a straightforward process for learners to compose academic papers, particularly those who continue to grapple with the English language. Furthermore, they determined that the tool is user-friendly and requires minimal effort to grasp its functionality. According to Bhutoria's (2022) research, AI-powered platforms and apps can provide individualized learning possibilities by detecting students' writing talents and weaknesses. This allows educators to adjust their teaching tactics to each student's specific requirements and preferences, resulting in better learning outcomes (Dogan et al., 2023).

“In my opinion, Quillbot, apart from being a paraphrasing tool, can also be a tool to help students improve their grammar”. (T4, Interview)

“In my opinion, Quillbot is able to make students improve their abilities”. (T5, Interview)

T4 said that Quillbot is not only a tool for paraphrasing student writing, but can also be used as a tool to help students improve their grammar. T5 also said the same thing that Quillbot was able to help students improve their writing skills. Using the QuillBot application can improve your grammar skills (Yang, 2021). An online grammar checker uses a way to detect correct grammar in text. The application can automatically detect and correct grammatical faults in writing. The grammar checker identifies and suggests solutions for stylistic, grammatical, and mechanical issues in the text to improve writing quality (Patria J. McAlexander, 2000; Aidil, 2019). Grammar checkers are valuable to students. This tool enhances the quality of students' writing. Students can study on their own by reviewing the grammar checker's feedback. Grammar checkers promote self-directed learning by providing feedback and allowing pupils to learn from their mistakes (Jayavalan & Razali 2018).

Theme three: Help students improve the quality of their writing

Teachers report that Quillbot significantly aids students' writing abilities. This is attributed to Quillbot's nature as a digital platform offering a range of features designed to enhance students' writing capabilities.

“In my opinion, Quillbot really helps students to improve their writing skills. because according to my experience, when I use it, my writing immediately becomes good.” (T3, Interview)

According to T3, Quillbot is highly beneficial in enhancing students' writing abilities. Based on the teacher's personal experience with the tool, it offers numerous advantages that can significantly improve students' writing abilities. By inputting their text into Quillbot's platform, individuals can receive paraphrasing recommendations, which can

enhance their communication effectiveness and elevate the overall quality of their writing (Dewi, U., et al., 2024). Consequently, contemporary language education utilizes advanced and adapted technologies that have applications across various academic fields (Asih, 2022). In today's technological age, educators are enthusiastic about innovating their teaching methods by leveraging available technologies to enhance students' writing skills. According to Oktaria et al. (2022), educators play a crucial part in motivating students to write by teaching them scientific writing techniques.

CONCLUSION

The study indicates that teachers have a positive view of QuillBot, recognizing it as an effective tool for enhancing students' writing skills. Its features, such as paraphrasing and grammar checking, are valued for their ability to improve writing quality. Teachers also appreciate QuillBot's user-friendliness and its capability to provide clear and prompt feedback, which supports students' writing development. Teachers must supervise QuillBot to ensure it is used effectively to meet learning objectives. Quillbot can be a tool to enhance writing instruction in Indonesia and assist students in developing their skills if it is properly supervised and guided. To prevent possible loss, educators must actively shape how this technology is used. It is advised that teachers use Quillbot into their writing and English lessons based on the results. Future studies should look into other aspects of using Quillbot, such as its influence and the challenges of producing research, given this study has a limited emphasis. More research may yield a more thorough knowledge of Quillbot's usefulness in different writing scenarios.

REFERENCE

- Amanda Amanda, Elsa Muliani Sukma, Nursyahrina Lubis, & Utami Dewi. (2023). Quillbot As An AI-powered English Writing Assistant: An Alternative For Students to Write English. *Jurnal Pendidikan Dan Sastra Inggris*, 3(2), 188–199. <https://doi.org/10.55606/jupensi.v3i2.2026>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology; In qualitative research in psychology. *Uwe Bristol*, 3(2), 77–101. <https://psychology.ukzn.ac.za/?mdocs-file=1176>
- Dale, R. (2020). Natural language generation: The commercial state of the art in 2020. *Natural Language Engineering*, 26(4), 481–487. <https://doi.org/10.1017/S135132492000025X>
- Dewi, U., Hasanah, N., Julaika, S., Carmelia, E., & Sambas, M. (2024). *Using QuillBot Paraphraser in EFL Writing : The Effectiveness from Students' Perceptions*. 12(01), 28–41.
- Dogan, M. E., Goru Dogan, T., & Bozkurt, A. (2023). The Use of Artificial Intelligence (AI) in Online Learning and Distance Education Processes: A Systematic Review of Empirical Studies. *Applied Sciences (Switzerland)*, 13(5). <https://doi.org/10.3390/app13053056>
- Fitria, T. N. (2021). QuillBot as an online tool: Students' alternative in paraphrasing and rewriting of English writing. *Englisia: Journal of Language, Education, and Humanities*, 9(1), 183. <https://doi.org/10.22373/ej.v9i1.10233>
- Jayavalan, K., & Razali, A. B. (2018). Effectiveness of Online Grammar Checker to Improve Secondary Students' English Narrative Essay Writing. *International Research Journal of Education and Sciences (IRJES)*, 2(1), 1–5.
- Kinga, S., & Gupta, G. S. (2021). Platforms As Foundation of Sharing Economy. *Delhi Business Review*, 22(1), 1–13. <https://doi.org/10.51768/dbr.v22i1.221202101>
- Kurniati, E. Y., & Fithriani, R. (2022). Post-Graduate Students' Perceptions of Quillbot Utilization in English Academic Writing Class. *Journal of English Language Teaching and Linguistics*, 7(3), 437. <https://doi.org/10.21462/jeltl.v7i3.852>
- Liu, Y., Mittal, A., Yang, D., & Bruckman, A. (2022). Will AI Console Me when I Lose my Pet? Understanding Perceptions of AI-Mediated Email Writing. *Conference on Human Factors in Computing Systems - Proceedings*, 1(1), 1–20. <https://doi.org/10.1145/3491102.3517731>
- Marzuki, Widiati, U., Rusdin, D., Darwin, & Indrawati, I. (2023). The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective. *Cogent Education*, 10(2). <https://doi.org/10.1080/2331186X.2023.2236469>
- Meiningsih, S. (2021). Rolling Ball - Learning Cell dalam Pembelajaran untuk Meningkatkan Keterampilan Menulis Bahasa Inggris Siswa. *Jurnal Paedagogy*, 8(2), 190. <https://doi.org/10.33394/jp.v8i2.3511>
- Nurmawanti, N., & Suryadi, S. (2023). The Effectiveness Of Using Quillbot In Improving Writing For Students Of English Education Study Program. *Jurnal Teknologi Pendidikan : Jurnal Penelitian Dan Pengembangan Pembelajaran*, 8(1), 32. <https://doi.org/10.33394/jtp.v8i1.6392>

- Oktaria, D. S., Priyanto, S., Puspitasari, A., & ... (2022). Peningkatan Kemampuan Menulis Taruna-Taruni Politeknik Perkeretaapian Indonesia Madiun Melalui Kelas Literasi Di Perpustakaan. *Journal of Innovation* ..., 2(4). <https://www.bajangjournal.com/index.php/JIRK/article/view/3454>
- Ouyang, F., Zheng, L., & Jiao, P. (2022). Artificial intelligence in online higher education: A systematic review of empirical research from 2011 to 2020. In *Education and Information Technologies* (Vol. 27, Issue 6). Springer US. <https://doi.org/10.1007/s10639-022-10925-9>
- Wagner, G., Lukyanenko, R., & Paré, G. (2022). Artificial intelligence and the conduct of literature reviews. *Journal of Information Technology*, 37(2), 209–226. <https://doi.org/10.1177/02683962211048201>