

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF QUILLBOT APPLICATION IN PARAPHRASING  
ACADEMIC PARAGRAPH BY THE FIFTH SEMESTER STUDENTS  
OF ENGLISH EDUCATION STUDY PROGRAM**

**By:**

**RISKA AMELIA  
Student Number: 2201051024**



**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TARBIAH AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG  
1447 H/ 2026 M**

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Present as a Partial Fulfillment of the Requirements  
of the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Study Program

**By:**  
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**ENGLISH EDUCATION STUDY PROGRAM  
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1447 H/ 2026 M**



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*Assalamualaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka  
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PARAPHRASING ACADEMIC PARAGRAPH BY THE FIFTH  
SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY  
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Sudah kami dapat setuju dan dapat diajukan untuk disidangkan, demikian harapan  
kami atas perhatiannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb*



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**NOTIFICATION LETTER**

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The Honorable the Dean of Tarbiyah and Teacher Training Faculty  
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*Assalamu'alaikum, Wr. Wb*

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

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**RATIFICATION PAGE**

No: B-0804/Un.361/D/PP.00.01/02/2026

An Undergraduate thesis entitled: AN ANALYSIS OF QUILLBOT APPLICATION IN PARAPHRASING ACADEMIC PARAGRAPH BY THE FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM written by: Riska Amelia, Student Number 2201051024 English Education Study Program had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, February 10<sup>th</sup> 2026, at 08.00-10.00 AM

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The Dean of Tarbiyah and Teacher Training Faculty



## **ABSTRACT**

### **AN ANALYSIS OF QUILLBOT APPLICATION IN PARAPHRASING ACADEMIC PARAGRAPH BY THE FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM**

**By:**

**RISKA AMELIA**

This study investigates the effectiveness of QuillBot as a paraphrasing tool for academic writing, focusing on how it assists students in reformulating their paragraphs while maintaining meaning and academic quality. The research aims to identify (1) how effective QuillBot is in paraphrasing students' academic paragraphs and (2) the strengths and weaknesses of the tool based on students' experiences.

This qualitative research used document analysis of students' original and paraphrased paragraphs, followed by in-depth interviews with ten fifth-semester students of the English Education Study Program. The findings indicate that QuillBot is generally effective in enhancing vocabulary variety, producing structural changes, reducing plagiarism concerns, and simplifying the paraphrasing process. However, several limitations were identified, including word-limit restrictions, occasional meaning shifts, and dependence on internet connectivity.

Overall, the study concludes that QuillBot serves as a valuable support tool in academic paraphrasing, although manual revision remains necessary to ensure accuracy and alignment with academic standards. These insights highlight the importance of combining AI-assisted paraphrasing with students' critical evaluation to produce high-quality academic writing.

**Keywords:** *Academic Writing; Paraphrasing Tool; QuillBot*

## ABSTRAK

### AN ANALYSIS OF QUILLBOT APPLICATION IN PARAPHRASING ACADEMIC PARAGRAPH BY THE FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM

Oleh:

**RISKA AMELIA**

Penelitian ini bertujuan untuk mengkaji efektivitas QuillBot sebagai alat parafrase dalam penulisan akademik, khususnya dalam membantu mahasiswa mereformulasi paragraf tanpa mengubah makna utama dan tetap menjaga kualitas akademik. Secara khusus, penelitian ini berfokus pada dua tujuan: (1) mengetahui seberapa efektif QuillBot dalam memparafrase paragraf akademik mahasiswa dan (2) mengidentifikasi kekuatan serta kelemahannya berdasarkan pengalaman mahasiswa.

Penelitian kualitatif ini menggunakan analisis dokumen terhadap paragraf asli dan parafrase mahasiswa, serta wawancara mendalam dengan sepuluh mahasiswa semester lima Program Studi Tadris Bahasa Inggris. Hasil penelitian menunjukkan bahwa QuillBot cukup efektif dalam memperkaya kosakata, menghasilkan variasi struktur kalimat, mengurangi kekhawatiran plagiarisme, dan menyederhanakan proses parafrase. Namun, beberapa keterbatasan juga ditemukan, seperti batas jumlah kata, potensi perubahan makna, serta ketergantungan pada koneksi internet.

Secara keseluruhan, penelitian ini menyimpulkan bahwa QuillBot merupakan alat pendukung yang bermanfaat dalam proses parafrase akademik, meskipun revisi manual tetap diperlukan agar hasilnya akurat dan sesuai dengan standar akademik.

**Kata Kunci:** *Penulisan Akademik; Alat Parafrase; QuillBot*

## STATEMENT OF RESEARCH ORIGINALITY

This Undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, in exception of the certain parts which are excerpted from bibliography mentioned.

Metro, December 19<sup>th</sup> 2025  
The Researcher,



**Riska Amelia**  
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## ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 19 Desember 2025  
Yang Menyatakan,



**Riska Amelia**  
NPM. 2201051024

**MOTTO**

خَيْرًا مِّمَّا أُخِذَ مِنْكُمْ وَيَغْفِرَ لَكُمْ

*“He will give you better than what was taken from you and He will forgive you”*

**(QS. Al-Anfal: 70)**

*“And if you never bleed, you’re never gonna grow”*

**(the 1 - Taylor Swift)**

## **DEDICATION PAGE**

This thesis is lovingly dedicated to my parents, Mr. Yopi Ariyani and Mrs. Tussyati who endless sacrifices, prayers, and unwavering strength have guided every step of my journey.

To my grandmother and grandfather, who raised me with tenderness, patience, and values that continue to shape who I am today. Their love has been a foundation I will always carry with me.

To my dearest friends Auliya, Melsi, and Syifa thank you for standing beside me through every challenge, for the laughter, comfort, and genuine companionship that made this journey lighter and brighter.

To my beloved almamater, UIN Jurai Siwo Lampung, a place that has shaped my growth, broadened my perspectives, and prepared me for the path ahead.

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First of all, the researcher would like to offer all praise to Allah SWT. God of the universe, who has given extraordinary pleasure to his servants, one of which is making it easy for the researcher to complete this Undergraduate Thesis entitled “An Analysis of Quillbot Application in Paraphrasing Academic Paragraph by the Fifth Semester Students of English Education Study Program”. Secondly, the researcher honors the prayers and greeting of the Role Model’ Muslim in the world the prophet Muhammad SAW.

In completing this Undergraduate Thesis, the researcher realizes that many people had given their helps and useful suggestion for the finishing of this Proposal Thesis. Therefore, the researcher would like to express her appreciation and sincere thanks to:

1. Prof. Dr. Ida Umami, M.Pd., Kons as the Rector of UIN Jurai Siwo Lampung.
2. Dr. Siti Annisah, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd,B.I as the Head of English Education Study Program of UIN Jurai Siwo Lampung who always provides direction to the researcher so that the researcher is able to complete this Undergraduate Thesis.
4. Dr. Umi Yawisah, M.Hum, my supervisor who has provided knowledge, suggestions, and criticism for the researcher in the process of writing this Undergraduate Thesis.

The researcher apologize for all mistakes of this proposal thesis. Hopefully, this writing can be a meaningful benefit for the researchers especially and for the students and readers generally.

Metro, December 19, 2025

The researcher



**Riska Amelia**

## TABLE OF CONTENTS

<b>COVER</b> .....	<b>ii</b>
<b>Nota Dinas</b> .....	<b>iii</b>
<b>Notification Letter</b> .....	<b>iv</b>
<b>Approval Page</b> .....	<b>v</b>
<b>Ratification Page</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>ABSTRAK</b> .....	<b>viii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY</b> .....	<b>ix</b>
<b>ORISINALITAS PENELITIAN</b> .....	<b>x</b>
<b>MOTTO</b> .....	<b>xi</b>
<b>DEDICATION PAGE</b> .....	<b>xii</b>
<b>ACKNOWLEDGMENT</b> .....	<b>xiii</b>
<b>TABLE OF CONTENTS</b> .....	<b>xiv</b>
<b>LIST OF FIGURES</b> .....	<b>xvi</b>
<b>LIST OF TABLES</b> .....	<b>xvii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of Study .....	1
B. Research Question.....	4
C. Purpose and Benefit of the Study.....	4
D. Prior Research .....	6
<b>CHAPTER II THEORETICAL REVIEW</b> .....	<b>11</b>
A. The Concept of Academic Writing .....	11
1. The Definition of Academic Writing .....	11
2. Characteristics of Academic Writing .....	13
3. Academic Paragraph Writing .....	17
B. The Concept of Paraphrasing .....	20
1. The Definition of Paraphrasing .....	20
2. The Types of Paraphrasing.....	22
3. The Strategies for Paraphrasing .....	23
C. The Concept of QuillBot Application .....	27
1. The Definition of QuillBot Application .....	27
2. The Function of QuillBot Application .....	28
3. The Features of QuillBot Application .....	29
4. The Advantages of QuillBot .....	34
5. The Disadvantages of QuillBot.....	35
<b>CHAPTER III RESEARCH METHOD</b> .....	<b>37</b>
A. The Types of Research.....	37
B. Data Sources.....	38
C. Data Collecting Technique.....	39
D. Data Analysis Technique .....	40
E. Trustworthiness of Data .....	42
<b>CHAPTER IV RESEARCH RESULT AND DISCUSSION</b> .....	<b>45</b>
A. Description of Research Location .....	45
1. Profile of UIN Jurai Siwo Lampung .....	45

2. Profile of English Education Study Program .....	46
B. Research Result.....	47
1. An Analysis of the Data Collected through Documentation.....	47
2. An Analysis of the Data Collected through Interview .....	53
C. Discussion .....	63
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>72</b>
A. Conclusion .....	72
B. Suggestion.....	73
<b>BIBLIOGRAPHY .....</b>	<b>75</b>
<b>APPENDICES .....</b>	<b>79</b>
<b>CURRICULUM VITAE.....</b>	<b>102</b>

## **LIST OF FIGURES**

Figure 3. 1 Miles and Huberman's Data Analysis Process .....	42
Figure 4. 1 Pie Chart of Students' Perception of QuillBot's Effectiveness... ..	56
Figure 4. 2 Bar Chart of Students' Perceptions of QuillBot's Strengths .....	58
Figure 4. 3 Bar Chart of Students' Perceptions of QuillBot's Weaknesses .....	61

## LIST OF TABLES

Table 4 1 Lexical Variation in Students' Paraphrased Paragraph .....	48
Table 4 2 Structural Changes in Students' Paraphrased Paragraph.....	50
Table 4 3 Connector and Clause Relationship Changes in Students' Paraphrased Paragraph .....	52

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Paraphrasing is one of the essential skills in academic writing that enables writers to restate ideas from a source text using different words and sentence structures while maintaining the original meaning.<sup>1</sup> It plays a crucial role in helping writers demonstrate comprehension, integrate information effectively, and avoid plagiarism. Through paraphrasing, students are able to express the same ideas in their own linguistic style, which reflects both their language mastery and critical understanding of the text. Therefore, paraphrasing is considered a fundamental aspect of academic literacy and a key indicator of a writer's ability to use language accurately and responsibly.<sup>2</sup>

In academic writing, paraphrasing refers to the process of rewriting information or ideas from a source text using different vocabulary and grammatical structures without changing the original meaning. It requires the writer to fully understand the content of the source before expressing it in a new linguistic form.<sup>3</sup> Effective paraphrasing is not merely about replacing words with synonyms, but also about reorganizing sentence patterns and maintaining

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<sup>1</sup> Thaweesak Chanpradit et al., "English Paraphrasing Strategies and Levels of Proficiency of an AI-Generated QuillBot and Paraphrasing Tool: Case Study of Scientific Research Abstracts," *JET (Journal of English Teaching)* 10, no. 2 (2024): 110–26, <https://doi.org/10.33541/jet.v10i2.5619>.

<sup>2</sup> Andrew M. Olney, "Paraphrasing Academic Text: A Study of Back-Translating Anatomy and Physiology with Transformers," *Proceeding of the 22nd International Conference on Artificial Intelligence in Education*, 2021, 279–84.

<sup>3</sup> Adeeb M. Jarrah, Yousef Wardat, and Patricia Fidalgo, "Using ChatGPT in Academic Writing Is (Not) a Form of Plagiarism: What Does the Literature Say?," *Online Journal of Communication and Media Technologies* 13, no. 4 (2023): 1–20, <https://doi.org/10.30935/ojcm/13572>.

coherence within the paragraph. Successful paraphrasing demonstrates a writer's comprehension of the material and their ability to manipulate language accurately. Therefore, paraphrasing in academic writing functions as both a language skill and a cognitive process that reflects the writer's understanding and linguistic competence.<sup>4</sup>

Paraphrasing is also an essential component of writing academic paragraphs because it allows writers to incorporate ideas from various sources while maintaining originality and avoiding plagiarism. Through paraphrasing, students demonstrate their comprehension of source materials and their ability to reformulate information using accurate grammar and cohesive structures.<sup>5</sup>

However, many students still face difficulties in applying proper paraphrasing techniques, particularly in maintaining grammatical accuracy and preserving the original meaning. Based on a pre-survey conducted on September 24th, 2025, involving several fifth semester students of the English Education Study Program of UIN Jurai Siwo Lampung, it was found that most students experienced challenges in paraphrasing. The problems included the inability to choose appropriate vocabulary, difficulties in changing sentence structure, and grammatical errors that often altered the intended meaning of the text.<sup>6</sup>

In response to these challenges, the rapid development of technology has introduced various tools designed to assist the writing process, one of which is

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<sup>4</sup> Thao Thrinh Thi Tran and Huan Buu Nguyen, "The Effects of Paraphrasing on EFL Students' Academic Writing," *Journal of Language and Linguistic Studies* 18, no. 1 (2022): 976–87, <https://doi.org/10.52462/jlls.233>.

<sup>5</sup> Jianing Zhou et al., "Idiomatic Expression Paraphrasing without Strong Supervision," *The Thirty-Six AAAI Conference on Artificial Intelligence (AAAI-22)*, 2022, 11774–82.

<sup>6</sup> The Result of Pre-Survey (on Wednesday, September 24, 2025).

QuillBot. QuillBot is an AI-powered paraphrasing tool that helps users rewrite sentences, paragraphs, or essays by providing alternative word choices, restructuring sentences, and enhancing grammatical accuracy. This tool allows students to explore different linguistic patterns and improve the quality of their academic writing.<sup>7</sup> Although QuillBot has been widely used among university students to support their writing activities, questions remain about its effectiveness, especially in maintaining grammatical accuracy and preserving the original meaning of the text. Therefore, this research aims to analyze the effectiveness of QuillBot in paraphrasing academic paragraphs written by students.

Considering the issues discussed above, this research focuses on analyzing the effectiveness of QuillBot in paraphrasing the academic paragraphs written by the fifth semester students of English Education Study Program at UIN Jurai Siwo Lampung. The main purpose of this research is to determine how effective QuillBot is in paraphrasing students' academic paragraphs and to identify its strengths and weaknesses in the paraphrasing process. The findings of this research are expected to provide insights into how AI-based paraphrasing tools like QuillBot contribute to academic writing quality and to offer useful considerations for students and educators in utilizing such technology effectively and responsibly in language learning.

Based on the explanation above, the researcher aims to conduct in the research untitled "An Analysis of Quillbot's Effectiveness in Paraphrasing

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<sup>7</sup> Agel Altalarik, Misrita, and Ristati, "The Effectiveness of Quillbot's Grammar Checker on Students' Writing Skills," *Professional Journal of English Education (Project)* 8, no. 2 (2025): 363–67.

Academic Paragraphs of the Fifth Semester Students of English Education Study Program”.

## **B. Research Question**

Based on the background of the study and the problems that have been identified, the research questions of this research are formulated as follows:

1. How effective is QuillBot in paraphrasing the academic paragraphs written by the fifth semester students of English Education Study Program at UIN Jurai Siwo Lampung?
2. What are the strengths and weaknesses of QuillBot in paraphrasing the students' academic paragraphs written by the fifth semester students of English Education Study Program at UIN Jurai Siwo Lampung?

## **C. Purpose and Benefit of the Study**

### **1. Purpose of Study**

According to the research questions above, the purposes of the research are as the following:

- a. To analyze the effectiveness of QuillBot in paraphrasing the academic paragraphs written by the fifth semester students of English Education Study Program at UIN Jurai Siwo Lampung.
- b. To identify the strengths and weaknesses of QuillBot in paraphrasing the students' academic paragraphs written by the fifth semester students of English Education Study Program at UIN Jurai Siwo Lampung.

## **2. Benefit of the Study**

This research is expected to provide benefits for the following parties:

### **a. For the Students**

This research is expected to help students gain a clearer understanding of how QuillBot performs in paraphrasing academic paragraphs, especially in terms of grammatical accuracy and meaning preservation. By knowing the strengths and weaknesses of the tool, students can improve their ability to evaluate paraphrased texts critically and use QuillBot more effectively and responsibly in their academic writing tasks.

### **b. For the Institution**

The findings of this research may benefit the English Education Study Program by providing insights into how AI-assisted paraphrasing tools can support students' writing development. The results may help lecturers in designing more informed instructional strategies, integrating digital tools appropriately in writing courses, and establishing guidelines for the ethical and responsible use of AI-based writing technology within the academic environment.

### **c. For Other Researchers**

This research is expected to serve as a useful reference for future ..researchers who are interested in examining AI tools in language learning or academic writing. The findings may offer a foundation for further investigations, such as comparing different paraphrasing tools, exploring

additional linguistic aspects, or analyzing the use of AI writing assistance across different academic levels and contexts.

#### **D. Prior Research**

The researcher realizes that this research is not the first in the field of linguistics. Several researchers have previously analyzed language use, especially in writing skills such as paraphrasing. Therefore, in this research, the researcher takes some previous studies as references to strengthen and support the present research.

The first prior research was conducted by Laila and Daulay entitled “Students’ Perception of Using QuillBot to Improve Students’ Writing Skill.” The objective of this research was to explore students’ perceptions regarding the use of QuillBot, an AI-powered paraphrasing tool, in improving their English writing skill. This research used a qualitative descriptive research design, involving 31 final semester students of the English Education Department at State Islamic University of North Sumatera. The data were collected through questionnaires and interviews with four selected students to gain a deeper understanding of their experiences in using QuillBot for academic writing.<sup>8</sup>

The results revealed that the students had positive perceptions toward QuillBot as an effective digital writing tool. They stated that QuillBot helped improve their writing performance, especially in grammar, vocabulary, sentence organization, and overall writing quality. The findings also showed that students

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<sup>8</sup> Nabila Laila and Ernita Daulay, “Students Perception of Using QuillBot To Improve Students Writing Skills,” *Indonesian EFL Journal* 10, no. 2 (2024): 223–32, <https://doi.org/10.25134/ieflj.v10i2.10083>.

became more motivated and confident in writing English texts after using QuillBot.

Furthermore, the study identified three main advantages of using QuillBot: (1) it increases students' confidence in writing, (2) it provide user-friendly writing features such as grammar correction and paraphrasing modes, and (3) it supports new vocabulary and sentence structures. The researcher concluded that QuillBot can serve as an effective AI-based learning tool to enhance students' writing proficiency and recommended its integration into English writing instruction to support EFL learners' academic writing development.

The second prior research was conducted by Fitria entitled "QuillBot as an Online Tool: Students' Alternative in Paraphrasing and Rewriting of English Writing." The objective of this research was to review QuillBot as an Artificial Intelligence (AI)-based paraphrasing tool that helps students in rewriting English texts, avoiding plagiarism, summarizing long sentences, and improving grammatical accuracy. This research used a descriptive qualitative method, and the data were obtained from an English abstract of a journal article, which was analyzed through QuillBot in both free and premium versions.<sup>9</sup>

The findings showed that QuillBot employs several paraphrasing techniques, including (1) replacing words with synonyms, (2) changing word forms, (3) switching between active and passive voice, and (4) altering word order in sentences. These strategies enable users to produce paraphrased texts that remain faithful to the original meaning while improving clarity and naturalness.

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<sup>9</sup> Tira Nur Fitria, "QuillBot as an Online Tool: Students' Alternative in Paraphrasing and Rewriting of English Writing," *Englisia: Journal of Language, Education, and Humanities* 9, no. 1 (2021): 183, <https://doi.org/10.22373/ej.v9i1.10233>.

The research also found that QuillBot's Standard Mode balances changes to the input text while preserving its meaning, making the results appear more original.

Furthermore, the study highlighted the differences between free and premium versions of QuillBot. The premium version allows users to paraphrase longer texts, access additional modes (Creative+, Shorten, Expand, Formal), and use advanced features such as "Freeze Words" and "Compare Modes." The author concluded that QuillBot can serve as an effective and efficient paraphrasing tool for students who struggle to rephrase English writing manually, though a solid understanding of vocabulary and grammar remains essential for achieving high-quality results.

The third prior research was conducted by Jaladara et al., entitled "QuillBot Web-Application: Utilizing Online Technology on Academic Writing at an Indonesian Islamic Higher Education." The objective of this research was to find out the impact and obstacles of utilizing QuillBot as an online technology in students' academic writing. The researchers employed a qualitative phenomenological design, focusing on understanding students' experiences in using QuillBot during their writing process. The objects of this research were eight students from the English Language Department at Institut Agama Islam Negeri (IAIN) Bone who actively used QuillBot in their academic writing. The data were collected through semi-structural interviews and analyzed using Miles

and Huberman's interactive model, which included data condensation, data display, and conclusion drawing.<sup>10</sup>

The findings showed that QuillBot had both positive and negative impacts on students' academic writing. The positive impacts included saving time, improving vocabulary, and assisting students in enhancing the complexity, objectivity, formality, and hedging aspects of academic writing. However, negative impacts were also found, such as students' dependence on QuillBot and decreased motivation to develop their own writing skill. The study also revealed some obstacles faced by students, including poor internet connection and unclear instructions for upgrading to the premium version. Overall, this research emphasized that while QuillBot can support students in improving writing quality, it should be used wisely to avoid overreliance on technology.

The theme of analysis in previous studies and this research is generally similar, as all of them examine the use of QuillBot as an AI-based tool in supporting academic writing and paraphrasing activities. The first prior research conducted by Laila and Daulay focused on students' perceptions of using QuillBot to improve their writing skills, mainly describing how students view the tool in helping grammar, vocabulary, and sentence organization. The second prior research conducted by Fitria discussed QuillBot as an online paraphrasing and rewriting tool, highlighting its different features, modes, and the paraphrasing output produced by the free and premium versions. The third prior research

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<sup>10</sup> Andi Rifqah Jaladara, Muhammad Basri Jafar, and Kisman Salija, "Quillbot Web-Application: Utilizing Online Technology on Academic Writing at an Indonesian Islamic Higher Education," *Celebes Journal of Language Studies* 3, no. 2 (2023): 275–84, <https://doi.org/10.51629/cjls.v3i2.152>.

conducted by Jaladara et al. explored the impact and challenges of using QuillBot in academic writing, emphasizing both positive effects such as writing improvement and negative effects such as user dependency.

However, the focus and data sources of those studies differ from this current research. The first and third studies primarily analyzed students' perceptions and experiences when using QuillBot, while the second study examined QuillBot's paraphrasing output in general. None of the previous studies specifically analyzed the effectiveness of QuillBot in paraphrasing academic paragraphs written by university students, particularly in terms of its strengths and weaknesses in maintaining grammatical accuracy and preserving meaning.

Meanwhile, this current study focuses on the effectiveness of QuillBot through a qualitative examination of students' paraphrased academic paragraphs, identifying which aspects of the text are improved and which aspects still show weaknesses. This approach provides new insights into how well QuillBot performs when used by students in real academic contexts. The findings are expected to contribute to a deeper understanding of the responsible and effective use of AI-based paraphrasing tools for academic writing, offering valuable implications for both students and educator.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Academic Writing

##### 1. The Definition of Academic Writing

Academic writing is a formal style of writing used in higher education to express ideas clearly, logically, and objectively.<sup>1</sup> It employs precise language, well-structured arguments, and evidence-based explanations to ensure that meaning is conveyed accurately.<sup>2</sup> Through this writing style, students and scholars are able to communicate knowledge, analyze issues, and present academic viewpoints in a systematic and credible way. Unlike every day or conversational writing, academic writing adheres to established conventions that require clarity, consistency, accuracy, and the demonstration of critical thinking skills.<sup>3</sup>

According to Paltridge, academic writing involves more than simply presenting information; it requires constructing arguments that reflect the writer's engagement with academic discourse. He emphasizes that academic writing is characterized by a high level of organization, careful control of linguistic features, and explicit signaling of relationships between ideas. Paltridge also notes that academic writing demands appropriate integration of

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<sup>1</sup> Dedi Irwansyah, *Academic Writing*, ed. Andianto and Yeasi Agustina Sari (Ideas Press Yogyakarta, 2022).

<sup>2</sup> Diane Belcher and George Braine, eds., *Academic Writing in a Second Language* (Norwood, NJ: Ablex, 1995).

<sup>3</sup> Ana Fitriana and Chubbi Millatina Rokhuma, "Students' Feelings of Using Figurative Language in Creating Poems at Creative Writing Class: A Narrative Inquiry," *Pedagogy: Journal of English Language Teaching* 13, no. 1 (2025): 90–102, <https://doi.org/10.32332/42343x98.Journal>.

sources, including effective paraphrasing, to demonstrate understanding while avoiding plagiarism. His perspective reinforces the fundamental principles of academic writing, highlighting why clarity, coherence, and critical evaluation are essential components of scholarly communication.<sup>4</sup>

In addition, academic writing can be understood as a skill that enables students to present ideas in a structured and academically acceptable form. As Hyland explains, academic writing is a social practice in which writers must respond to the expectations of their academic community by producing clear, coherent, and well-supported texts.<sup>5</sup> This perspective shows that academic writing is not only a method of conveying information but also a tool for developing analytical abilities and engaging with scholarly discussions. Therefore, academic writing plays a central role in strengthening students' critical thinking and contributes significantly to their academic success.<sup>6</sup>

Based on the explanations above, academic writing can be understood as a formal and structured way of expressing ideas in higher education. It requires clarity, logical organization, objectivity, and adherence to academic conventions. Academic writing also involves critical engagement with sources through well-organized arguments and appropriate paraphrasing. Therefore, it plays an essential role in helping students communicate ideas effectively and develop their analytical skills.

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<sup>4</sup> Brian Paltridge, "Academic Writing," *Language Teaching* 37, no. 02 (2013), <https://doi.org/10.1017/S0261444804002216>.

<sup>5</sup> Key Hyland, *Second Language Writing* (Cambridge University Press, 2003).

<sup>6</sup> Eko Nugroho, Iin Inawati, and Marilio D Tino, "Descriptive Text Writing Through Indonesian Traditional Cartoons: An Ethno-Pedagogical and Constructivist Approach," *Pedagogy: Journal of English Language Teaching Teaching* 12, no. 2 (2024): 128–41, <https://doi.org/10.32332/joelt.v12i2.9109.ARTICLE>.

## 2. Characteristics of Academic Writing

Academic writing possesses several essential characteristics that distinguish it from everyday communication. These characteristics ensure that ideas are conveyed clearly, logically, and professionally within academic contexts. Each feature contributes to the overall quality of a text and reflects the writer's ability to produce structured, responsible, and credible scholarly work. The following characteristics of academic writing are:<sup>7</sup>

### a. Complexity

Complexity refers to the linguistic sophistication of academic writing, which is generally denser and more elaborate than spoken language. A complex text uses longer words, varied sentence structures, and a high level of lexical density to convey precise meanings. Academic writing employs noun-based phrases, passive constructions, and subordinate clauses to express detailed and layered information. This complexity helps convey abstract ideas more accurately but also requires careful sentence construction to maintain clarity.

Example:

Simple : “The teacher explained the topic, and the students understood it.”

Academic : “The explanation delivered by the instructor was comprehensively understood by the students due to its clarity and organization.”

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<sup>7</sup> Abdulaziz Mohammed Ahmed Ahmed, “Academic Writing: Types, Elements, and Strategies,” *IJLHE: International Journal of Language, Humanities, and Education* 5, no. 2 (2022): 60–70.

**b. Formality**

Formality in academic writing means avoiding colloquial expressions, slang, idioms, conversational tone, and contractions. It uses professional, standard, and academically appropriate language. Formal writing reflects seriousness and professionalism, ensuring that the text is acceptable within academic communities. It avoids emotional or subjective expressions and focuses on clear, objective communication.

Example:

Informal : “A lot of kids don’t get this stuff.”

Formal : “Many students experience difficulties in understanding this concept.”

**c. Precision**

Precision refers to the accurate use of terms, facts, numbers, and expressions to avoid vague or ambiguous statements. Academic writing demands exactness. Writers must use specific terminology and measurable information because academic texts rely on accuracy to maintain credibility and clarity.

Example:

Imprecise : “Many students improved significantly.”

Precise : “Eighty percent of the students demonstrated a significant increase in their test scores.”

**d. Objectivity**

Objectivity means focusing on information, evidence, and logical reasoning rather than personal feelings or opinions. Academic writing

reduces the use of first-person pronouns and subjective evaluations. Instead, it highlights arguments supported by data and scholarly references.

Example:

Subjective : “I believe this method is great.”

Objective : “The findings suggest that the method is effective in improving students’ performance.”

#### **e. Explicitness**

Explicitness refers to the clear signaling of relationships between ideas in a text. Writers must guide readers through the logical structure of their arguments by using transition words, cohesive devices, and meta-discourse markers. This ensures the text is easy to follow and well-organized.

Example:

“However, despite these improvements, several challenges remain in applying the strategy consistently.”

#### **f. Accuracy**

Accuracy relates to the correct and careful use of vocabulary especially technical terms that carry specific meanings within a discipline. Writers must choose words deliberately, avoiding misuse of terminology. Inaccurate vocabulary can distort meaning or lead to misinterpretation, especially in technical fields.

Example:

Inaccurate : “Phonetics and phonemics are more or less the same.”

Accurate : “Phonetics examines the physical properties of speech sounds, whereas phonemics focuses on sound function within a particular language.”

### **g. Responsibility**

Responsibility refers to the writer’s obligation to justify claims and provide accurate citations for all information used. Writers must show ethical academic behavior by avoiding plagiarism, acknowledging all sources appropriately, and demonstrating correct interpretation of the literature.

Example:

“According to Brown (2020), formative assessment contributes significantly to student engagement, particularly in inquiry-based classrooms.”

### **h. Organization**

Organization is the logical structuring of ideas within academic writing, enabling a smooth flow of information from one section to another. This includes clear paragraph structure, coherent progression of ideas, and consistent use of transitions. A well-organized text helps the reader understand and follow the writer’s argument effectively.

A well-organized paragraph includes:

- 1) A topic sentence.
- 2) Supporting details.

- 3) Explanations.
- 4) A concluding sentence.

Based on the characteristics above, academic writing can be understood as a structured and disciplined form of communication that requires clarity, precision, and objectivity. It involves careful organization, responsible use of sources, and deliberate planning to ensure that ideas are presented logically and supported by credible evidence. These characteristics help writers produce texts that are professional, coherent, and aligned with academic standards. Therefore, understanding and applying these features is essential for students to succeed in academic writing.

### **3. Academic Paragraph Writing**

Academic paragraph writing is an essential component of academic literacy, as it enables writers to present ideas in a structured and logically consistent manner. A well-constructed academic paragraph consists of interconnected sentences that work together to explain or develop a single main idea. Unlike casual or conversational writing, academic paragraphs follow a systematic structure that supports clarity, coherence, and scholarly communication. The core elements of an effective academic paragraph are the topic sentence, supporting sentences, concluding sentence, and the principles of unity and coherence.<sup>8</sup>

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<sup>8</sup> Fährus Zaman Fadhly et al., "An Academic Writing Model: Lessons Learned from Experienced Writers," *Indonesian Journal of Applied Linguistics* 12, no. 3 (2023): 870–80, <https://doi.org/10.17509/ijal.v12i3.44952>.

**a. Topic Sentence**

A topic sentence introduces the main idea of the paragraph and sets the direction for all the sentences that follow. An effective topic sentence must be specific enough to guide the paragraph but broad enough to allow development. It not only states the central idea but also signals the writer's stance or the particular aspect that will be discussed. In academic writing, the topic sentence plays a crucial role in helping readers immediately identify the focus of the paragraph, preventing digressions and ensuring that the discussion remains purposeful.

Example:

“Many students experience difficulties in paraphrasing academic texts due to limited vocabulary and unfamiliarity with sentence restructuring techniques.”

**b. Supporting Sentences**

Supporting sentences develop the idea introduced in the topic sentence through explanation, elaboration, evidence, or examples. These sentences provide depth and clarity by offering details, definitions, paraphrases, statistics, or citations from credible sources. Supporting sentences must directly relate to the topic sentence to maintain unity; unrelated ideas can disrupt the logical progression of the paragraph. Academic writing often uses multiple supporting sentences to build a strong, well-reasoned argument.

Example:

“For instance, when students encounter complex academic vocabulary, they often rely on copying phrases rather than rephrasing them independently, which lead to ineffective paraphrasing.”

“In addition, students frequently struggle to transform sentence structures, especially when identifying which elements of the original text can be rearranged without altering the meaning.”

### **c. Concluding Sentence**

A concluding sentence provides closure to the paragraph by reinforcing the main idea or summarizing the discussion. This sentence should not introduce new information. Instead, it synthesizes what has been explained in the supporting sentences and often prepares the reader for the next paragraph. A strong concluding sentence enhances coherence by clearly signaling that the discussion of the idea has reached a logical ending.

Example:

“Therefore, these challenges indicate that students require stronger linguistic competence and explicit instruction in paraphrasing strategies to improve their academic writing.”

### **d. Unity and Coherence**

Unity and coherence are essential qualities of an effective academic paragraph. Unity means that every sentence in the paragraph consistently supports the same central idea, without introducing irrelevant

information. Coherence, on the other hand, refers to the smooth and logical flow of ideas from one sentence to the next. Writers achieve coherence through logical sequencing, consistent subject focus, and the use of appropriate transition signals.

For example, in a paragraph discussing paraphrasing difficulties, unity is maintained by ensuring that all sentences explain different aspects of students' challenges, while coherence is achieved through transitions such as "*for instance*," "*in addition*," and "*therefore*" to guide readers through the reasoning. When unity and coherence are present, the paragraph becomes easier to read and effectively delivers its intended message; when they are absent, the paragraph appears disorganized and weakens the writer's argument.

## **B. The Concept of Paraphrasing**

### **1. The Definition of Paraphrasing**

Paraphrasing is an essential skill in academic writing because it allows writers to synthesize and integrate ideas more effectively. This technique helps learners avoid plagiarism by enabling them to restate information from a source text using their own words and style.<sup>9</sup> Paraphrasing involves the process of rewriting, restating, or rewording sentences by changing vocabulary choices, altering sentence structures, and restructuring ideas.<sup>10</sup> Through this

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<sup>9</sup> Bogdan Nicula et al., "Automated Paraphrase Quality Assessment Using Language Models and Transfer Learning," *Computers* 10, no. 166 (2021): 1–16, <https://doi.org/10.3390/computers10120166>.

<sup>10</sup> Dedi Aprianto, Sutarman, and Wafika Ofara, "Analyzing the Paraphrasing Techniques in Academic Writing Skills and the Paraphrasing Challenges Across Gender," *Journal of*

process, students can combine elements from source materials with their own language features while maintaining the original meaning. Beyond writing literature reviews, paraphrasing is also widely used to support academic integrity in scientific papers and journal publication.

Moreover, paraphrasing is a fundamental step in the process of rewriting source materials into one's own language. It requires learners to preserve the meaning of the text while transforming it into a new form that reflects their own understanding.<sup>11</sup> This skill demands the ability to organize and sequence ideas logically, coherently, and in line with proper language use. By mastering paraphrasing, students not only uphold originality but also develop stronger critical thinking and academic writing competence.<sup>12</sup>

In conclusion, paraphrasing is a crucial academic skill that enables students to restate ideas in their own words while preserving the original meaning. It not only helps in avoiding plagiarism but also enhances the ability to organize and express ideas clearly and logically. By mastering paraphrasing, learners strengthen their academic integrity, critical thinking, and overall writing competence.

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*Languages and Language Teaching (JOOLT)* 12, no. 1 (2024): 326–40, <https://doi.org/10.33394/jollt.v12i1.9712>.

<sup>11</sup> Yahya Polat, Satylmysh Bajak, and Ainuska Zhumaeva, “A New Approach for Paraphrasing and Rewording a Challenging Text,” *Arab World English Journal* 12, no. 2 (2021): 158–68, <https://doi.org/10.24093/awej/vol12no2.11>.

<sup>12</sup> Tatin Yuliani, Nia Kurniawati, and Predari Siswayani, “Engaging Indonesian Students in ‘Read, Reread, List, Compose’ Strategy to Enhance Paraphrasing Skill,” *Journal of Education and Learning (EduLearn)* 17, no. 2 (2023): 195–205, <https://doi.org/10.11591/edulearn.v17i2.20438>.

## 2. The Types of Paraphrasing

Paraphrasing can be categorized into several types, as follow:<sup>13</sup>

### a. Lexical Paraphrasing

Lexical paraphrasing refers to the process of replacing certain words or phrases with synonyms or expressions that carry equivalent meaning. This type focuses on the vocabulary level of the text. Writers change key terms while maintaining the original message, which allows them to avoid repetition and demonstrate a broader range of vocabulary. Lexical paraphrasing is particularly useful in academic writing because it shows the writer's ability to choose precise and varied word choices while maintaining conceptual accuracy.

Example:

Original : "Students show progress."

Paraphrased : "Learners demonstrate improvement."

### b. Structural Paraphrasing

Structural paraphrasing involves modifying the grammatical structure of a sentence without changing its core meaning. This type focuses on altering the sentence structure, such as transforming an active voice into a passive voice or rearranging clauses. By restructuring sentences, writers can create more variety in their writing and avoid overusing similar patterns, which contributes to better flow and clarity in academic texts. Structural paraphrasing is important because it shows a deeper

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<sup>13</sup> Ismail et al., "Paraphrasing Technique to Develop Skill for English Writing Among Indonesian College Students of English," *A Multifaceted Review Journal in the Field of Pharmacy* 11, no. 11 (2020): 291–97.

understanding of grammar and allows writers to present ideas more flexibly.

Example:

Original : “The teacher explained the lesson.”

Paraphrased : “The lesson was explained by the teacher.”

### **c. Mixed Paraphrasing**

Mixed paraphrasing combines both lexical and structural modifications, resulting in a more substantial rewording of the original sentence. In this type, writers not only replace key vocabulary but also change the grammatical arrangement of the sentence. This type of paraphrasing demonstrates the highest level of paraphrasing skill because it requires a balanced understanding of vocabulary choices and syntactic manipulation. Mixed paraphrasing is particularly valuable in academic writing, where originality, clarity, and avoidance of plagiarism are essential.

Example:

Original : “The students completed the project successfully.”

Paraphrased : “The test was successfully accomplished by the learners.”

## **3. The Strategies for Paraphrasing**

Paraphrasing requires not only understanding of the original text but also the ability to modify linguistic elements without changing the intended

meaning. To achieve effective paraphrasing, students can apply several strategies that involve lexical, grammatical, and structural transformations.<sup>14</sup>

#### **a. Using Synonyms**

One common strategy in paraphrasing is replacing certain words with synonyms or expressions that convey similar meanings. This technique allows students to avoid repetitive vocabulary while preserving the original message. By selecting alternative terms appropriately, the paraphrased sentence becomes both varied and linguistically richer.

Example:

Original : “The teacher explained the lesson clearly.”

Paraphrased : “The instructor described the topic in a clear manner.”

#### **b. Changing Grammatical Structures**

Another strategy involves altering grammatical structures, which can be done by modifying word forms or rearranging sentence components. Modifying word forms includes changing nouns into verbs, verbs into nouns, adjectives into adverbs, or other shifts in grammatical categories.

Example:

Original : “The student gave an explanation of the problem.”

Paraphrased : “The student explained the problem.”

Students may also reorder sentence components to change the emphasis while maintaining meaning.

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<sup>14</sup> Fikri Virisi, La Miliha, and Wawan Cahyadin, “Paraphrasing Techniques Used by Students at English Department Of Halu Oleo University,” *Journal of Teaching English (JTE)* 7, no. 2 (2021): 1–7.

Example:

Original : “Because it was raining, the students stayed in the classroom.”

Paraphrased : “The students stayed in the classroom because of rain.”

### **c. Combining Multiple Sentences Into One**

Students can also paraphrase by condensing two or more sentences into a single, more concise sentence. This strategy helps produce writing that is more compact and fluid, especially in academic contexts requiring synthesis of information.

Example:

Original : “English is an International language. It is used in many countries.”

Paraphrased : “English, used in many countries, functions as an International language.”

### **d. Dividing a Long Sentences into Shorter Sentences**

The opposite strategy can be applied when a sentence is too long or complex. Dividing a long sentence into shorter, clearer sentences can improve readability and reduce the risk of misinterpretation. This technique is particularly useful when the original sentence contains excessive clauses or embedded information.

Example:

Original : “The University, which was founded in 1960 and has produced thousands of graduates, continues to improve its facilities to support students’ learning.”

Paraphrased : “The University was founded in 1960. It has produced thousands of graduates. It continuous to improve its facilities to support student’ learning.”

#### **e. Changing Word Class (Part of Speech)**

Paraphrasing can also be achieved by changing the part of speech of key words. This strategy involves transforming adjectives into adverbs, nouns into verbs, or other grammatical shifts to produce new sentence structures. This modification can significantly change the sentence without altering meaning.

Example:

Original : “He is a careful driver.”

Paraphrased : “He drives carefully.”

#### **f. Summarizing and Reorganizing Ideas**

Another effective paraphrasing strategy is summarizing and reorganizing the original ideas using the writer’s own style. Instead of rewriting word-for-word, students identify the core information and express it using different wording and structure. This strategy demonstrates deeper comprehension of the text and helps avoid plagiarism.

Example:

Original : “Technology has become an essential part of education, providing tools that make teaching and learning more effective.”

Paraphrased : “In education, technology plays a vital role by offering tools that enhance both teaching and learning.”

## C. The Concept of QuillBot Application

### 1. The Definition of QuillBot Application

QuillBot is an online application designed to assist writers in improving their work by paraphrasing words and sentences, preventing plagiarism, and summarizing long texts.<sup>15</sup> The paraphrasing tool allows users to modify and revise their writing more effectively by offering alternative structures and word choices.

QuillBot was founded in 2017 by three computer science students University of Illinois Urbana-Champaign named David Silin, Anil Jason, and Rohit Gupta.<sup>16</sup> This application provides a software-based solution that utilizes artificial intelligence to generate creative paraphrases while minimizing the risk of plagiarism.

For language learners, especially ESL students, QuillBot can serve as a practical tool for rewriting and paraphrasing the texts to enhance writing skills.<sup>17</sup> With its simple interface, users can easily input or paste text and receive paraphrased content by clicking the “Paraphrase” button. Beyond the improving sentence structure, QuillBot also helps students expand their vocabulary and grammatical knowledge. The platform offers both free and premium versions, with the free plan including Standard and Fluency modes,

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<sup>15</sup> Yoandita and Yenni Hasnah, “Quillbot As An Alternative Writing Tool: Examining Its Uses on the Academic Writing Performance of EFL Learners,” *Journal of English Study Programme* 7, no. 2 (2024): 401–12.

<sup>16</sup> Marwa Said Mustafa El-garawany, “The Effects of a QuillBot-Based Intervention on English Language Majors’ EFL Writing Performance, Apprehension, and Self-Efficacy,” *Language Teaching Research Quarterly* 43 (2024): 167–89, <https://doi.org/10.32038/ltrq.2024.43.10>.

<sup>17</sup> Hatice Çeşme, “Exploring Paraphrase Performances and Strategies of Graduate Student Writing,” *Shanlax International Journal of Education* 11, no. 1 (2022): 10–23, <https://doi.org/10.34293/education.v11i1.5247>.

while the premium version provides additional features such as Formal, Academic, Simple, Creative, Expand, and Shorten modes.

## **2. The Function of QuillBot Application**

The primary function of the QuillBot application is to assist users in generating, revising, and refining written text through AI-powered linguistic processing. As an artificial intelligence-based writing assistant, QuillBot operates using natural language processing (NLP) algorithms that analyze sentence structure, vocabulary selection, and contextual meaning before producing alternative expressions. Its main function is not merely to replace words with synonyms, but to reconstruct sentences in a way that preserves semantic meaning while reducing textual similarity.<sup>18</sup>

In addition to synonym replacement, QuillBot performs grammatical restructuring, clause modification, and sentence compression or expansion depending on the selected mode. This multi-level transformation supports paraphrasing at lexical, syntactic, and discourse levels. The application also allows users to adjust fluency, tone, and formality, enabling alignment with academic, professional, or informal communication contexts. Therefore, QuillBot functions not only as a paraphrasing tool but also as a linguistic refinement assistant that supports clarity, coherence, and academic register.

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<sup>18</sup> Khairun Niswa and Syahrul Amsari, "Quillbot As An AI-Powered English Writing Assistant: An Alternative For Students to Write English," *Proceeding International Seminar on Islamic Studies* 6, no. 1 (2025): 59–66, <https://doi.org/10.55606/jupensi.v3i2.2026>.

### 3. The Features of QuillBot Application

QuillBot provides a range of features available in both free and premium versions, all of which are designed to support the writing process. These features help users generate, refine, and improve written content effectively.

Here are some of QuillBot features:<sup>19</sup>

#### a. QuillBot Paraphrase

The Paraphraser is the core feature of QuillBot and functions as its primary rewriting engine. This feature allows users to reformulate sentences into alternative expressions while preserving the original meaning. Unlike basic synonym generators, QuillBot analyzes grammatical structure, contextual meaning, and lexical relationships before producing a revised version.

To accommodate different writing needs, QuillBot provides multiple paraphrasing modes. Each mode generates distinct stylistic and structural transformations.

For example, consider the original sentence:

*Excessive smartphone use significantly reduces students' productivity.*

##### 1) Simple Mode

The Simple mode focuses on making sentences easier to understand by simplifying vocabulary and structure.

Example output:

*Using smartphones too much greatly lowers students' productivity.*

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<sup>19</sup> Pusti and Sisfo, "Quillbot: Pengertian, Fungsi, Fitur Dan Cara Penggunaannya," Bachelor of Software Engineering Telkom University, 2025, <https://bse.telkomuniversity.ac.id/apa-itu-quillbot/>.

In this version, complex terms such as *excessive* and *significantly reduces* are simplified into more common expressions like *too much* and *greatly lowers*. This mode is useful for improving readability but may reduce academic tone.

## 2) Fluency Mode

The Fluency mode enhances grammatical smoothness and natural flow while maintaining clarity.

Example output:

*Excessive use of smartphones greatly decreases students' productivity.*

Here, the structure remains formal, but the phrasing becomes smoother. This mode prioritizes grammatical correctness and natural sentence flow.

## 3) Formal Mode

Formal mode adjusts vocabulary and tone to sound more professional.

Example output:

*Excessive smartphone usage substantially diminishes students' productivity.*

The words *substantially diminishes* reflect a more formal lexical choice, making the sentence suitable for professional or academic contexts.

#### 4) Academic Mode

Academic mode adapts the sentence to align with scholarly writing conventions, emphasizing precision and formal register.

Example output:

*Excessive smartphone usage significantly undermines students' academic productivity.*

In this case, the addition of *academic productivity* increases specificity, while *undermines* conveys evaluative academic tone. This aligns with Hyland's concept of academic register.

#### 5) Creative Mode

Creative mode generates more expressive or stylistically varied sentences.

Example output:

*Overindulging in smartphone use can seriously erode students' ability to stay productive.*

This version introduces more expressive vocabulary such as *overindulging* and *erode*, which may sound engaging but less neutral for academic writing.

#### 6) Humanize Mode

Humanize mode attempts to make the text sound more natural and less machine-generated.

Example output:

*Spending too much time on smartphones can hurt students' productivity.*

The structure becomes more conversational and natural, though slightly less formal.

#### 7) Expand Mode

Expand mode elaborates the sentence by adding explanatory details.

Example output:

*Excessive smartphone use can significantly reduce students' productivity by distracting them from academic tasks and limiting their study time.*

This mode adds supporting explanation, increasing sentence length and detail.

#### 8) Shorten Mode

Shorten mode condenses the sentence while preserving the main idea.

Example output:

*Too much smartphone use lowers productivity.*

The sentence becomes concise but less detailed and less academic.

#### 9) Custom Mode

Custom mode allows users to manually adjust the synonym intensity using the Synonym Slider. A higher synonym level increases

lexical variation, while a lower level preserves more of the original structure. This feature directly affects how much the surface similarity changes, which is particularly important in academic paraphrasing tasks.

**b. QuillBot Grammar Checker**

The grammar checker feature in QuillBot is designed to review grammar, spelling, and punctuation to ensure that writing follows correct language rules. It helps users identify and correct errors, making their text clearer, more accurate, and more professional. With a variety of language options and detailed correction suggestions, this feature has become one of the most widely used tools in QuillBot, especially for students and professionals who want to produce error-free writing with ease.

**c. QuillBot AI Detector**

The AI detector in QuillBot is designed to identify whether a text has been generated by artificial intelligence or written by a human. This feature plays an important role in ensuring the originality and authenticity of written work. By analyzing writing patterns, it helps users, especially students and researcher, maintain academic integrity and avoid the risks of unintentional plagiarism or overreliance on AI-generated content.

**d. QuillBot Translator**

The translator feature in QuillBot serves as a fast and accurate tool for converting text from one language to another. It is designed to support users in understanding and producing content across multiple languages with clarity

and precision. This feature is especially useful for students, researchers, and professionals who need reliable translations to aid in learning, academic writing, or cross-cultural communication.

#### **4. The Advantages of QuillBot**

QuillBot offers several advantages that distinguish it from conventional paraphrasing tools. First, its AI-based processing enables contextual paraphrasing rather than mechanical word replacement. By analyzing sentence structure and semantic relationships, the tool produces output that generally sounds more natural and coherent. This capability aligns with Paltridge's view that effective paraphrasing requires structural modification in addition to lexical variation.

Second, QuillBot provides stylistic flexibility through multiple writing modes. The availability of Academic and Formal modes is particularly beneficial for students engaged in scholarly writing, as these modes adjust vocabulary and tone to match academic discourse conventions described by Hyland.

Third, the user-friendly interface enhances accessibility. The layout is simple and intuitive, allowing users to input text, adjust settings, and review changes efficiently. This ease of use contributes to its popularity among students who need quick writing support.

Another advantage is its role in reducing textual similarity and potential plagiarism. By modifying vocabulary, structure, and connectors, QuillBot generates alternative expressions that appear linguistically distinct from the

source. However, ethical use still requires citation and acknowledgment of original ideas.

Finally, QuillBot emphasizes data security and privacy through encrypted processing systems. Users can revise academic documents with a reasonable level of confidentiality, which is important when handling research-related content.<sup>20</sup>

## **5. The Disadvantages of QuillBot**

Despite its strengths, QuillBot has several limitations. One major drawback is its dependence on internet connectivity. Because it operates as a web-based application, users cannot access its features offline. This dependency may limit accessibility in areas with unstable internet connections.

Another limitation concerns language support. Although QuillBot provides translation features, its core paraphrasing engine is primarily optimized for English. As a result, performance in other languages may not achieve the same level of accuracy or contextual sensitivity.

Furthermore, paraphrasing results are not always perfectly accurate. Lexical substitutions may occasionally alter nuance, intensify meaning, or oversimplify complex concepts. Structural modifications may sometimes produce awkward phrasing or subtle shifts in logical relationships. Therefore, users must critically review output to ensure semantic equivalence and coherence.

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<sup>20</sup> *Ibid.*, 5.

Additionally, advanced features such as higher word limits, academic mode, and expanded paraphrasing intensity are restricted to premium users. The free version limits input to a relatively small number of words, which may disrupt coherence when paraphrasing longer academic paragraphs.

These limitations highlight that QuillBot should function as a supportive writing assistant rather than a replacement for critical thinking and academic judgment. Responsible use requires active engagement, manual revision, and adherence to academic integrity principles.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. The Types of Research**

This study employed qualitative research because the focus was not to measure statistical effectiveness but to analyze and interpret the linguistic changes produced by QuillBot in paraphrasing academic paragraphs. The study aimed to explore lexical, structural, and connector modifications in depth, as well as to understand students' perspectives regarding the use of QuillBot. Therefore, a qualitative approach was considered appropriate to provide detailed and contextual analysis.<sup>1</sup>

Purposive sampling was used to select participants who met specific criteria relevant to the research objectives. The participants were fifth semester students of the English Education Study Program who had experience using QuillBot in paraphrasing academic paragraphs. This ensured that the selected participants were able to provide rich and relevant data.

This study employed a qualitative descriptive design focusing on document analysis and interviews to explore the linguistic changes in QuillBot paraphrasing. Through the use of document analysis and semi-structured interviews, the researcher can closely examine QuillBot's effectiveness, identify recurring patterns of strengths and weaknesses, and construct an in-depth description of how the tool functions within real student writing practices. This

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<sup>1</sup> Creswell John W, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 2nd ed. (Thousand Oaks, California: SAGE Publications, 2007).

design is also aligned with Creswell's emphasis on using multiple data sources to strengthen the accuracy, credibility, and depth of qualitative findings.

## **B. Data Sources**

This research uses two types of data sources that are primary sources and secondary sources to provide comprehensive and credible information related to the research questions. There are the following of the data sources:

### **1. Primary Source**

The primary data in this research consists of documents or paragraphs produced by the students. These documents are used to analyze QuillBot's effectiveness in paraphrasing the students' academic texts. The analysis focuses on meaning accuracy, grammatical changes, vocabulary selection, and overall quality of the paraphrased output. In addition, the primary data also comes from the semi-structured interviews conducted with several fifth-semester students of the English Education Study Program at UIN Jurai Siwo Lampung. The interviews aim to explore: students' experiences in using QuillBot, perceived strengths and weaknesses of the tool, their evaluations of the accuracy and quality of QuillBot's paraphrasing results.

### **2. Secondary Source**

Secondary data are obtained from sources that help support the theoretical foundation of the study. These include: books on academic writing, paraphrasing, and qualitative research, journal articles published within the last five years discussing paraphrasing strategies, AI-assisted writing tools, and QuillBot-related studies, previous theses or dissertations

relevant to paraphrasing or AI in writing, official information from QuillBot's website regarding its features and functionalities. These secondary sources are used to strengthen the conceptual framework and provide supporting evidence for interpreting the findings.

### **C. Data Collecting Technique**

To obtain comprehensive data relevant to the research questions, this study uses two data collection techniques: documentation and semi-structured interviews. The use of multiple techniques aligns with Creswell's principle of triangulation in qualitative case studies, which strengthens the credibility and depth of the findings.

#### **1. Documentation**

Documentation serves as the primary technique for collecting data related to the effectiveness of QuillBot in paraphrasing academic paragraphs. In this stage, the researcher collects: the original academic paragraphs written by the participants, and the paraphrased versions generated using QuillBot.

These documents are analyzed to evaluate changes in meaning accuracy, grammatical structures, vocabulary selection, and overall quality of the paraphrased output. The use of documentation allows the researcher to objectively examine the differences between students' original writing and the results produced by QuillBot, providing concrete evidence of the tool's performance.

## **2. Interview**

Semi-structure interview will conduct with the fifth semester students of English Education Study Program. This interview aims to explore the strengths of QuillBot in assisting paraphrasing, the weaknesses or limitations encountered by students, and students' evaluation of the accuracy and quality of the paraphrased results. Interviews are conducted individually with selected fifth-semester students through a flexible interview guide, allowing participants to express their views openly while ensuring that all key topics are covered. The interview data complement the documentation analysis and provide deeper insight into how students perceive QuillBot's usefulness in academic paraphrasing.

### **D. Data Analysis Technique**

The data analysis in this research follows the interactive model proposed by Miles and Huberman, in which consists of four concurrent activities:<sup>2</sup>

#### **1. Data Collection**

Data collection refers to the process of gathering information relevant to the research objectives. In this research, the main data are obtained through documentation and semi-structured interviews. Documentation involves collecting students' original academic paragraphs and their paraphrased versions generated by QuillBot. These documents serve as the core material for analyzing the tool's effectiveness, including the accuracy of meaning, grammatical modifications, lexical variation, and overall paraphrasing quality.

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<sup>2</sup> Matthew B Miles and A Michael Huberman, *A Comprehensive Guide to Qualitative Data Analysis*, 3rd ed. (Thousand Oaks, CA: Sage Publication, 2019).

Meanwhile, semi-structured interviews are provide supporting information related to students' perceived strengths and weaknesses of the application. Together, these two techniques supply both textual data and experiential perspectives needed to answer the research questions comprehensively.

## **2. Data Reduction**

Data Reduction is the process of selecting and simplifying the collected data by focusing only on information relevant to the effectiveness, strengths, and weaknesses of QuillBot. Unrelated details are eliminated, and the remaining data are categorized based on meaning accuracy, grammatical changes, lexical variation, and students' perceptions.

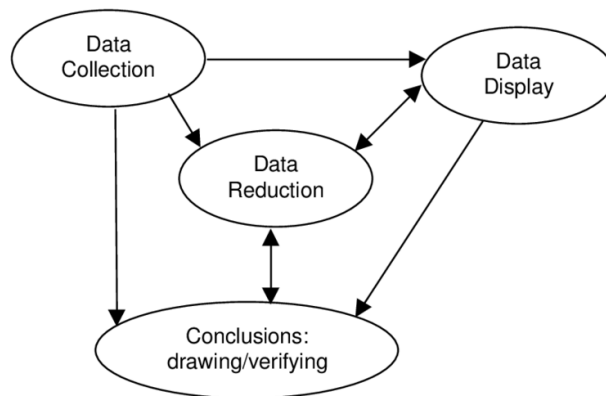
## **3. Data Display**

After reduction, the data will be displayed in an organized form, such as tables, interview transcripts, and descriptive narratives. This stage allows the researcher to clearly present the comparison between students' original paragraph and their paraphrased results, as well as highlight key themes emerging from interviews and observations.

## **4. Conclusion Drawing and Verification**

Conclusion drawing is the process of interpreting the displayed data to answer the research questions. The researcher derives conclusions regarding how effective QuillBot is in paraphrasing students' academic paragraphs and what strengths and weaknesses the tool demonstrates. Verification is carried out continuously throughout the analysis by comparing interpretations with the raw data, conducting member checking to confirm the accuracy of interview

findings, and ensuring consistency across data sources. This iterative process ensures that the results are trustworthy, well-supported, and aligned with the evidence collected.



**Figure 3. 1 Miles and Huberman's Data Analysis Process**

### **E. Trustworthiness of Data**

To ensure the credibility and validity of the findings, this research will apply the concept of trustworthiness proposed by Lincoln and Guba, which consists of four key criteria: credibility, transferability, dependability, and confirmability. These criteria are applied as follows:<sup>3</sup>

#### **1. Credibility**

Credibility refers to the confidence in the accuracy and truthfulness of the data. In this research, credibility will be ensured through triangulation of data sources and techniques, including interview and documentation. The researcher will also conduct member checking, in which participants will be asked to review the data and confirm the accuracy of the interpretations.

<sup>3</sup> Yvonna S. Lincoln and Egon G. Guba, *Naturalistic Inquiry* (Beverly Hills: CA: Sage, 1985).

Furthermore, the researcher will spend sufficient time in the field to obtain a deep understanding of the context and participants' perspectives.

## **2. Transferability**

Transferability relates to the extent to which the findings can be applied to other context with similar condition. To achieve this, the researcher will provide a thick description of the research setting, participants, and procedures. This detailed description will allow other researchers or readers to determine whether the findings can be transferred to the different but related contexts.

## **3. Dependability**

Dependability refers to the consistency and stability of the researcher process over time. The researcher will maintain a clear audit trail, recording all stages of data collection and analysis, including interview transcripts and documentation records. This will ensure that research process can be reviewed and verified by others.

## **4. Confirmability**

Confirmability ensures that the findings are based on the participants' data rather than the researcher's personal bias or assumptions. To maintain confirmability, the researcher will keep detailed records of all data sources and use direct quotation from participant to support the interpretation of the results. In addition, peer debriefing with the supervisor will be conducted to ensure objectivity and neutrality during the research process.

Through these procedures, the researcher will ensure that data obtained are valid, reliable, and trustworthy in accordance with the criteria suggested by Lincoln and Guba.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Description of Research Location**

##### **1. Profile of UIN Jurai Siwo Lampung**

UIN Jurai Siwo Lampung is the only State Islamic University in Metro City, located at Jl. Ki Hajar Dewantara No. 15A, Iringmulyo, Lampung. The university aims to become an excellent Islamic higher education institution through the integration of socio-eco-techno-preneurship values based on Islamic and Indonesian principles. Its missions emphasize producing competent graduates, integrating Islamic values in education, research, and community service, and implementing quality institutional management.

Originally established as STAIN Jurai Siwo Metro in 1997, the institution was transformed into IAIN Metro in 2016 and officially became UIN Jurai Siwo Lampung in 2025 based on Presidential Regulation No. 57 of 2025. As a university, UIN Jurai Siwo Lampung combines Islamic studies with general sciences while maintaining Islamic culture as its distinctive identity.

Currently, UIN Jurai Siwo Lampung offers various study programs across four faculties. The Faculty of Tarbiyah and Teacher Training provides programs such as Islamic Education, English Education, Arabic Education, Mathematics Education, Biology Education, Social Studies Education, Islamic Elementary School Education, and Early Childhood Islamic Education. The Faculty of Syariah offers Islamic Law, Islamic Economic Law, and Islamic Constitutional Law. The Faculty of Economics and Business includes Sharia

Banking (Diploma and Bachelor), Islamic Economics, Islamic Accounting, and Hajj and Umrah Management. Meanwhile, the Faculty of Ushuluddin, Adab, and Da'wah offers programs in Islamic Broadcasting Communication, Arabic Language and Literature, Islamic Counseling Guidance, Hadith Studies, Qur'an and Tafsir Studies, and Islamic Community Development. Through these programs, UIN Jurai Siwo Lampung continues to grow as a center of Islamic higher education with a global perspective and strong local identity.

## **2. Profile of English Education Study Program**

The English Education Study Program is one of the programs under the Faculty of Tarbiyah and Teacher Training at UIN Jurai Siwo Lampung, located at Campus I, Jl. Ki Hajar Dewantara No. 15A, Iringmulyo, Metro City. Initially established as a Diploma 3 program in 2002, it was upgraded to a Bachelor's (Strata 1) program and officially received its legal and operational license based on Decree No. DJ.I/220.c/2007 dated May 28, 2007.

The program is committed to producing competent and innovative graduates grounded in Islamic and Indonesian values. Its vision is to develop excellent English language education through the synergy of socio-economic-techno-preneurship. To achieve this vision, the program aims to produce qualified English educators, competent research assistants, and edupreneurs by integrating English education, technology, and Islamic values.

## **B. Research Result**

This section presents the findings of the research based on two main sources of data: students' paragraph (documentation) and students' responses from semi structured interview. A total of 10 fifth-semester students participated by writing one academic paragraph based on the theme "The Impact of Excessive Smartphone Use on Student Productivity." Each student then paraphrased their paragraph using QuillBot. The researcher analyzed the resulting pairs of texts to identify changes in meaning, vocabulary, grammar, sentence structure, and clarity.

### **1. An Analysis of the Data Collected through Documentation**

This section presents the findings of the study based on the analysis of students' original paragraphs and their paraphrased versions produced by QuillBot, along with data from interviews.

The theoretical framework adopted from the paraphrasing theory of Paltridge and academic writing conventions of Hyland serves as the foundation for evaluating paraphrase quality. According to Paltridge, effective paraphrasing requires not only lexical substitution but also restructuring of sentence forms, reorganization of phrases, and preservation of original meaning while avoiding surface similarity. Meanwhile, Hyland's model emphasizes the importance of clarity, coherence, appropriate academic register, and formal style in scholarly writing.

Table 4 1 Lexical Variation in Students' Paraphrased Paragraph

No.	Original Expression	Paraphrased Expression	Type of Lexical Change
1.	significantly reduces	greatly undermines	Synonym substitution
2.	significantly reduces	browsing social media platforms	Synonym substitution
3.	lower-quality work	weaker academic output	Formalization
4.	important factor	major issue	Synonym substitution
5.	negatively influences	harms	Lexical simplification
6.	long hours	extended periods	Synonym substitution
7.	study schedules	study routines	Near-synonym replacement
8.	significant factor	key element/ key problem	Synonym substitution
9.	disrupts sleep schedules	throws off sleep patterns	Idiomatic reformulation
10.	regulate screen time	manage screen time	Verb substitution
11.	major factor	significant issue	Synonym substitution
12.	frequent multitasking	repeated multitasking	Lexical variation
13.	support learning	enhance learning	Academic diction
14.	academic responsibility	academic tasks	Lexical simplification
15.	undermines productivity	negatively impacts academic performance	Meaning expansion + formalization
16.	develop healthier habits	create healthy usage behaviors	Phrase reformulation
17.	disrupts focus	interferes with concentration	formal academic expression

Based on Table 4.1, the analysis of students' paraphrased paragraphs shows that lexical variation is the most dominant paraphrasing strategy used by QuillBot across Data 1–10. The paraphrased texts consistently demonstrate changes at the word and phrase level through synonym substitution,

formalization, and lexical simplification. These variations indicate that QuillBot effectively replaces original lexical items with semantically related alternatives without altering the core meaning of the sentences.

Many of the lexical changes involve synonym substitution, such as *significantly reduces* becoming *greatly undermines* and *important factor* being replaced with *major issue*. These substitutions reduce surface similarity while preserving semantic equivalence, which aligns with Paltridge's view that effective paraphrasing requires more than simple copying and instead involves meaningful lexical reformulation. In addition, several changes reflect formalization, for example, *lower-quality work* becoming *weaker academic output* and *support learning* changing to *enhance learning*. This indicates that QuillBot tends to shift expressions toward a more academic register, which corresponds with Hyland's emphasis on appropriate academic style.

Furthermore, some lexical changes demonstrate phrase reformulation, such as *develop healthier habits* becoming *create healthy usage behaviors*. This type of change not only replaces individual words but also restructures lexical phrases to sound more formal and contextually appropriate in academic writing. Overall, the lexical variations observed in Table 4.1 suggest that QuillBot is effective in enriching vocabulary, reducing textual similarity, and producing paraphrases that align with academic writing conventions, while generally maintaining the original meaning of the source texts.

**Table 4 2 Structural Changes in Students' Paraphrased Paragraph**

<b>No.</b>	<b>Original Sentence Structure</b>	<b>Paraphrased Structure</b>	<b>Type of Structural Change</b>
1.	significantly reduces students' productivity	can greatly undermine students' productivity	Verb phrase reformulation
2.	prolonged smartphone use late at night	using smartphones late at night	Noun phrase → gerund phrase
3.	because their cognitive process is repeatedly disrupted	since their thinking process is continually interrupted	Clause restructuring
4.	even though smartphones themselves have educational benefits	despite the potential educational advantages of the device	Clause → prepositional phrase
5.	students may interrupt their reading or writing activities	students may stop their academic work	Sentence simplification
6.	reduces the time available for academic tasks	limits the time they can devote to academic responsibilities	Expansion and reordering
7.	a study session that should take one hour may extend to several hours	a study session that should take one hour may extend to several hours	Sentence reformulation
8.	disrupts students' sleep schedules	throws off students' sleep patterns	Structural + lexical reformulation
9.	this constant distraction reduces their ability to concentrate	this ongoing distraction impairs their capacity to focus	Clause reorganization
10.	because smartphones provide constant notifications	since smartphones constantly deliver alerts	Connector variation

Based on Table 4.2, the findings reveal that QuillBot does not rely solely on lexical substitution but also performs structural transformations in paraphrasing students' academic paragraphs. The paraphrased texts exhibit various forms of sentence restructuring, including clause reordering, phrase transformation, and changes in grammatical construction.

One prominent pattern is the transformation of noun phrases into gerund phrases, as seen in the shift from *prolonged smartphone use late at night* to *using smartphones late at night*. This change alters the grammatical form while maintaining semantic meaning, demonstrating deeper structural modification beyond word-level replacement. In addition, causal clauses are frequently reformulated, such as replacing *because* with *since*, which slightly changes syntactic flow without affecting logical relationships.

Another significant structural change involves the transformation of dependent clauses into prepositional phrases, for example, *even though smartphones themselves have educational benefits* becoming *despite the potential educational advantages of the device*. This aligns with Paltridge's argument that effective paraphrasing requires restructuring sentence forms rather than merely substituting individual words. From Hyland's perspective, these changes also contribute to improved coherence and a more formal academic tone.

Overall, the structural changes presented in Table 4.2 indicate that QuillBot is capable of performing meaningful syntactic reformulation. These transformations help reduce textual similarity while maintaining clarity and coherence, which are essential features of effective academic paraphrasing.

**Table 4.3 Connector and Clause Relationship Changes in Students' Paraphrased Paragraph**

No.	Original Connector	Paraphrased Connector
1.	because	since
2.	although	even though
3.	even though	despite
4.	however	thus
5.	therefore	thus
6.	while	although
7.	because	due to
8.	because	despite
9.	although	despite

Based on Table 4.3, the findings indicate that QuillBot consistently modifies connectors and clause relationships in students' paraphrased paragraphs across Data 1–10. These changes primarily involve the substitution of connectors with similar logical functions, as well as transformations from clause-based connectors into prepositional phrases. Such modifications contribute to syntactic variation while preserving the logical relationships between ideas.

One of the most frequent patterns observed is the replacement of cause–effect connectors, such as *because* becoming *since* or *due to*. This variation alters sentence flow without changing meaning and helps reduce surface similarity between the original and paraphrased texts. In addition, concessive connectors such as *although* and *even though* are often reformulated as *despite*, indicating a shift from dependent clauses to prepositional phrases. This structural change demonstrates a deeper level of paraphrasing that goes beyond lexical substitution.

Another notable change involves logical reorientation, for instance, replacing *however* or *therefore* with *thus*. Although the core meaning remains

intact, this adjustment slightly shifts emphasis from contrast to result, creating smoother academic transitions. These connector variations enhance textual cohesion and improve the academic tone of the paraphrased paragraphs.

Overall, the changes presented in Table 4.3 suggest that QuillBot is capable of reorganizing logical relationships between clauses while maintaining coherence and clarity. This indicates that the paraphrasing process includes not only vocabulary and sentence restructuring but also discourse-level modification, which is essential in academic writing.

## **2. An Analysis of the Data Collected through Interview**

This section presents the findings derived from in-depth interviews with ten fifth-semester students of the English Education Study Program. The findings focus on two research questions: (1) the effectiveness of QuillBot in paraphrasing students' academic paragraphs; and (2) the strengths and weaknesses of QuillBot based on the respondents' experiences.

### **a. Effectiveness of QuillBot in Paraphrasing Students' Academic Paragraphs**

Based on the interview results, almost all respondents stated that QuillBot is highly effective in assisting the process of paraphrasing academic paragraphs. This effectiveness is mainly reflected in its ease of use, processing speed, the availability of features that highlight changes, and its ability to reduce students' anxiety about plagiarism.

One student, DAH, emphasized that QuillBot simplifies the paraphrasing process due to its clear indicators showing which parts were modified:

*“Using QuillBot makes it really easy for me... the results are good and you can clearly see that it has been paraphrased. I like that it has indicators—red means it’s been paraphrased, blue shows structural changes, and black means no changes were made.”*

This statement illustrates that students can visually identify which parts of their writing have been modified, making it easier for them to review and revise the paraphrased text manually.

Furthermore, QuillBot is also used when students experience difficulties generating ideas or developing sentences. This was stated by FAP:

*“When my mind is stuck, I ask AI to help find the material and then use QuillBot to paraphrase it so the wording looks like it was written by me.”*

This finding confirms that QuillBot not only functions as a paraphrasing tool but also serves as a support tool for enhancing productivity in academic writing.

In terms of accessibility, AM stated that QuillBot is easy to use and speeds up the paraphrasing process:

*“It really helps because QuillBot paraphrases faster and is easier to use, and it’s accessible.”*

Aside from its convenience, the majority of respondents agreed that QuillBot tends to maintain the original meaning of the text despite changes in vocabulary and sentence structure. NA explained:

*“In my experience using QuillBot, most of the meanings remain the same... that’s why I often use it.”*

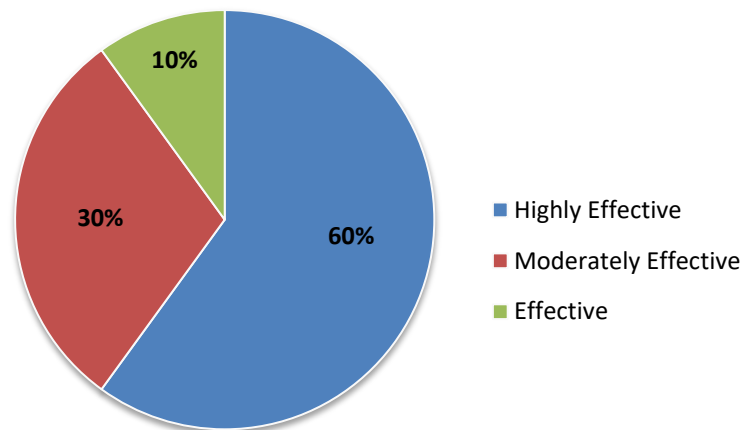
However, some respondents pointed out that manual checking is still necessary because the paraphrased output may sometimes shift the meaning slightly. This concern was expressed by CF:

*“Sometimes the meaning is not the same... like when we paraphrase, the result can be different from the previous context. If that happens, I reread it and paraphrase it again.”*

Overall, the interview findings indicate that QuillBot is considered effective by most students in paraphrasing academic paragraphs due to its ease of use, fast processing time, and its ability to preserve meaning. Nonetheless, students still perform manual revisions to ensure that the final output aligns with academic standards.

The researcher described the results of the effectiveness of QuillBot in paraphrasing as followed:

### Effectiveness of QuillBot in Paraphrasing



**Figure 4. 1 Pie Chart of Students' Perception of QuillBot's Effectiveness**

The pie chart in Figure 4.1 illustrates students' perceptions of how effective QuillBot is in assisting the paraphrasing of academic paragraphs. The largest proportion falls under the category of "Highly Effective", as most students reported that QuillBot greatly supports the writing process, speeds up their work, and produces paraphrased results that are easy to understand.

The next category, "Moderately Effective", indicates that some students still find QuillBot useful but require additional checking to ensure that the meaning remains unchanged. They noted that although the output is generally good, manual revision is still needed to align it with academic writing standards.

Meanwhile, the smallest proportion belongs to the category “Less Effective”, reflecting that only a few students feels that QuillBot is less accurate or occasionally produces paraphrases that are too general.

Overall, the pie chart demonstrates that students’ perceptions of QuillBot’s effectiveness are largely positive, with the majority viewing it as a highly helpful tool in supporting academic paraphrasing tasks.

### **b. Strengths and Weaknesses of QuillBot**

The interview data also revealed clear patterns regarding the strengths and weaknesses of QuillBot as perceived by the students. Overall, the strengths identified relate to ease of use, linguistic improvement, and paraphrasing efficiency, whereas the weaknesses primarily concern technical limitations and occasional inaccuracies.

#### **1) Strengths of QuillBot**

The interview findings revealed several strengths that contribute to QuillBot’s popularity among students. One of the most frequently mentioned advantages is that QuillBot makes paraphrasing significantly easier and faster. As stated by SK:

*“When using QuillBot, paraphrasing becomes easier because it isn’t manual.”*

Students also acknowledged QuillBot’s strong linguistic features, particularly its ability to provide better vocabulary options and improve grammatical accuracy. This was highlighted by FAP:

*“The most noticeable part is the grammar.”*

Similarly, CF:

*“It’s more on the vocabulary and grammar because I’m weak in grammar.”*

These comments illustrate how QuillBot supports students who may lack confidence in their language skills.

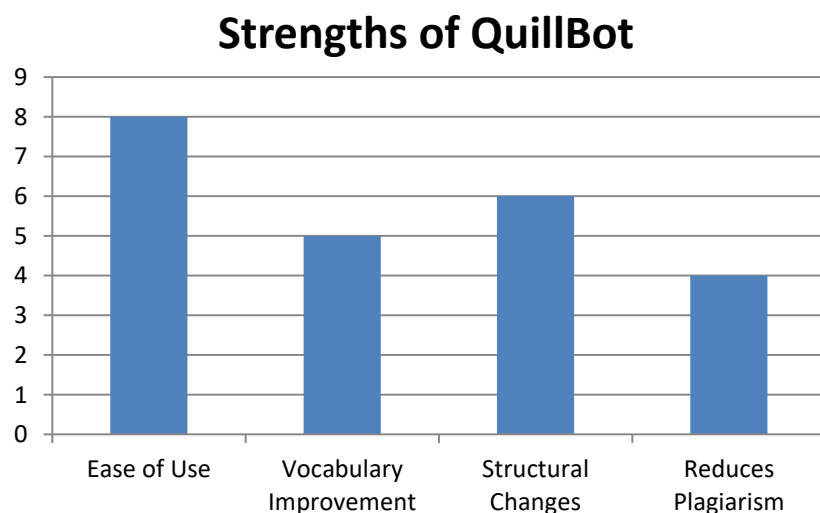
Another strength lies in QuillBot’s accessibility. Students appreciate that the tool can be used via both web browsers and mobile applications. CF noted:

*“It’s easy to access; you can use it from the web or the app.”*

Finally, several students considered QuillBot helpful in reducing the risk of plagiarism. AM emphasized:

*“The result doesn’t look like we plagiarized... it looks safer.”*

This reflects students’ dependency on QuillBot not only for paraphrasing but also for maintaining academic integrity.



**Figure 4. 2 Bar Chart of Students' Perceptions of QuillBot's Strengths**

Based on the bar chart in Figure 4.2, four main categories were identified as QuillBot's strengths. The most dominant category is ease of use, mentioned by eight students who stated that QuillBot is very easy to use and significantly speeds up the paraphrasing process. This suggests that user-friendly accessibility and a simple interface are key reasons students prefer this tool.

The next category is structural changes, reported by six students. This finding demonstrates that QuillBot does not merely replace words with synonyms but can also modify sentence structures, providing more complex and academically appropriate variations.

Following this, vocabulary improvement was mentioned by five students, who acknowledged that QuillBot helps them find a wider range of synonyms, making the paraphrased text appear more natural and varied. Meanwhile, the category reduces plagiarism received four responses, indicating that some students view QuillBot as effective in lowering text similarity and increasing confidence in academic writing.

Overall, the bar chart highlights that QuillBot's strengths are multifaceted, encompassing ease of use, lexical variety, structural modification, and its contribution to reducing the risk of plagiarism.

## **2) Weaknesses of QuillBot**

Despite its advantages, the students also identified several weaknesses. The most common concern was the word-count limitation in the free version. This restriction was expressed clearly by DAH:

*“The limit is only 125 words... you can’t put in a lot.”*

NA further added:

*“It can’t paraphrase long paragraphs unless you have premium, so you have to enter them one paragraph at a time.”*

Another limitation relates to the quality of the paraphrased output. Some students felt that the results were sometimes too general or not fully appropriate for academic writing. According to AM:

*“Sometimes the result is too general and not accurate for an academic context.”*

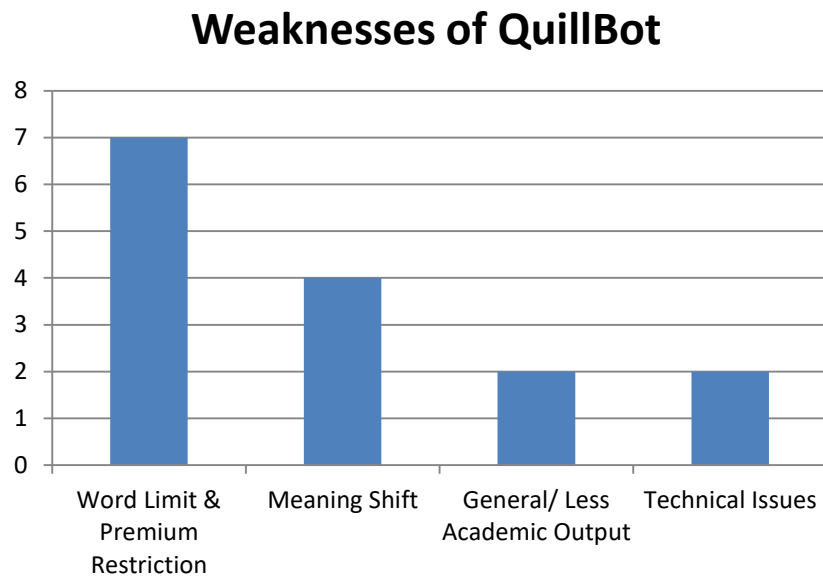
Technical limitations were also mentioned. QuillBot requires a stable internet connection, which at times becomes a challenge. AD noted:

*“If the internet isn’t good, you can’t log in, or it becomes slow.”*

Lastly, some respondents expressed concerns about potential meaning shifts. VAM pointed out:

*“The challenge is that sometimes it can change the original meaning.”*

Although meaning shifts occasionally help reduce similarity for plagiarism checks, they can also lead to inaccuracies if students do not carefully evaluate the result.



**Figure 4.3** Bar Chart of Students' Perceptions of QuillBot's Weaknesses

Based on the bar chart in Figure 4.3, several major weaknesses experienced by students while using QuillBot can be identified. The most frequently mentioned weakness is word-limit restriction, as many students stated that the 125-word limit in the free version becomes a significant barrier when paraphrasing long paragraphs. This limitation forces them to divide their text into smaller sections, making the paraphrasing process less efficient.

The next category is meaning shift, where the paraphrased output sometimes changes the intended meaning of the original text. Several students noted that QuillBot occasionally produces paraphrases that are too general or not fully aligned with academic context, requiring them to double-check the accuracy of the meaning.

Students also pointed out technical limitations, such as dependency on a stable internet connection and the need for premium access. These issues can disrupt the paraphrasing process, especially when the connection is unstable or when important features are locked.

Lastly, some students observed output inconsistency, particularly when the paraphrased text sounds less academic or overly simple. Although not mentioned by all respondents, this finding suggests that the quality of QuillBot's output still requires manual evaluation before being used in academic writing.

Overall, the weaknesses illustrated in the bar chart indicate that despite QuillBot's numerous advantages, students remain aware of several limitations that affect its performance.

Based on the overall interview findings, it can be concluded that students have generally positive experiences in using QuillBot to paraphrase academic paragraphs. The results show that QuillBot is considered effective because it helps accelerate the writing process, provides vocabulary variation, and produces structural modifications without altering the main meaning of the text. Additionally, features such as color-coded indicators assist students in understanding which parts of the paragraph have been modified.

However, the interviews also revealed several limitations that need to be considered. The word-limit restriction in the free version, the need for a stable internet connection, and the possibility of meaning shifts

were identified as key factors affecting the quality of the paraphrased output. Consequently, students still need to conduct manual checks to ensure that the final result remains accurate and meets academic writing standards.

Overall, these findings address both research questions: QuillBot is perceived as fairly effective in paraphrasing academic paragraphs; and QuillBot has notable strengths—including ease of use, vocabulary variety, structural modification, and plagiarism reduction—as well as clear weaknesses, such as word-limit restrictions, meaning shifts, and technical limitations.

Thus, the interview results provide a comprehensive understanding of how students utilize QuillBot in academic writing and how the tool supports their needs in avoiding plagiarism while improving paraphrasing quality.

### **C. Discussion**

This study aims to examine the use of QuillBot in paraphrasing academic paragraphs written by the fifth semester students of the English Education Study Program. The analysis was conducted using Paltridge's theory of paraphrasing and Hyland's framework of academic writing as the analytical foundation. The discussion integrates findings from documentation analysis and interview data in order to provide a comprehensive interpretation of how QuillBot performs at lexical, structural, and discourse levels.

Referring to the documentation findings presented in Table 4.1, lexical variation appears as the most dominant form of transformation in students' paraphrased paragraphs. Across the ten data samples, QuillBot consistently replaced key lexical items with semantically related expressions. For instance, the phrase *significantly reduces* was changed into *greatly undermines*, *lower-quality work* became *weaker academic output*, and *support learning* was transformed into *enhance learning*. These examples indicate that QuillBot actively performs synonym substitution and formalization. According to Paltridge, effective paraphrasing requires altering surface structure while preserving meaning. In the case of *significantly reduces* becoming *greatly undermines*, the core meaning remains similar, as both expressions indicate a negative effect. However, the word *undermines* conveys slightly stronger evaluative force, suggesting a subtle shift in intensity. This shows that while meaning is generally maintained, lexical changes may slightly adjust nuance.

From Hyland's perspective, academic writing demands formal register and precise lexical choice. The transformation of *lower-quality work* into *weaker academic output* reflects a movement toward more academic diction. Similarly, *disrupts focus* being reformulated as *interferes with concentration* demonstrates increased formality and technical vocabulary. These changes suggest that QuillBot tends to elevate informal expressions into more academically appropriate language. However, lexical simplification is also visible in expressions such as

*academic responsibility* becoming *academic tasks*, where the scope of meaning becomes slightly narrower. This confirms that lexical reformulation does not always fully preserve conceptual depth and therefore requires human evaluation.

In addition to lexical variation, structural modification is evident in Table 4.2. QuillBot demonstrates the ability to restructure grammatical forms rather than merely replace words. For example, the noun phrase *prolonged smartphone use late at night* was transformed into the gerund phrase *using smartphones late at night*. This shift changes the grammatical construction while maintaining the same idea. According to Paltridge, such restructuring reflects a deeper level of paraphrasing because it modifies syntactic organization. Another significant transformation is found in the change from *even though smartphones themselves have educational benefits* to *despite the potential educational advantages of the device*. Here, a dependent clause is converted into a prepositional phrase, indicating syntactic compression. This structural shift reduces similarity with the original sentence and demonstrates flexibility in clause construction.

Furthermore, expansion and reordering can be seen in *reduces the time available for academic tasks* becoming *limits the time they can devote to academic responsibilities*. The paraphrased version elaborates the subject by adding *they can devote*, creating a more explicit explanation of agency. From Hyland's perspective, such restructuring contributes to

clarity and coherence, which are central elements of academic discourse. However, not all sentences underwent substantial structural changes. In Data 7, the sentence *a study session that should take one hour may extend to several hours* remained identical in both versions. This suggests that QuillBot may not always detect opportunities for restructuring, indicating limitations in syntactic reformulation.

At the discourse level, Table 4.3 reveals modifications in connectors and clause relationships. QuillBot frequently replaced connectors such as *because* with *since* and *although* with *even though*. These substitutions maintain logical relationships while altering surface structure. More complex transformations are visible in changes such as *even though* becoming *despite*, which converts a clause-based connector into a prepositional phrase. This reflects a higher level of paraphrasing because it changes grammatical construction while preserving concessive meaning. However, certain changes may slightly affect rhetorical emphasis. For example, replacing *however* or *therefore* with *thus* shifts the logical focus from contrast or cause-effect distinction into a more generalized result marker. According to Hyland, connectors play an important role in guiding reader interpretation and ensuring coherence. Therefore, even minor connector changes may influence how arguments are perceived.

The interview findings further reinforce the documentation analysis. Most students perceived QuillBot as effective because it provides vocabulary variation, structural modification, and faster paraphrasing.

Students particularly appreciated the transformation of simple vocabulary into more formal academic expressions, which aligns with Hyland's emphasis on academic register. They also recognized structural adjustments as helpful in reducing similarity and avoiding plagiarism. However, several students reported occasional meaning shifts, which correspond to documentation findings where lexical intensification or connector modification slightly altered nuance. This confirms that while QuillBot performs multi-level paraphrasing consistent with Paltridge's criteria, human revision remains necessary to ensure semantic accuracy.

Overall, the findings demonstrate that QuillBot is effective in producing paraphrased academic paragraphs through lexical substitution, syntactic restructuring, and discourse-level modification. The tool aligns with key principles of paraphrasing theory and academic writing conventions, particularly in reducing textual similarity and enhancing formal register. Nevertheless, minor semantic shifts and occasional structural stagnation indicate that QuillBot should function as a supportive tool rather than a replacement for critical academic judgment.

Beyond its overall effectiveness, the findings also reveal specific strengths and weaknesses of QuillBot as perceived by students, which can be interpreted in light of Paltridge's and Hyland's theoretical perspectives.

In terms of strengths, the most dominant aspect identified by students is ease of use and efficiency. Eight out of ten respondents emphasized that QuillBot significantly reduces the time required for

paraphrasing compared to manual rewriting. This practical advantage reflects its function as a productivity tool in academic writing. Students reported that the color-coded indicator system helps them visually identify lexical and structural modifications. From a pedagogical perspective, this feature indirectly supports awareness of paraphrasing techniques, as students can observe how specific words and sentence structures are transformed. This aligns with Paltridge's view that paraphrasing involves conscious restructuring rather than simple copying. By exposing students to alternative lexical and syntactic forms, QuillBot may contribute to developing their paraphrasing awareness.

Another major strength lies in vocabulary enrichment and structural reformulation. The documentation analysis supports students' perceptions, particularly in lexical transformations such as *support learning* becoming *enhance learning*, *disrupts focus* changing to *interferes with concentration*, and *lower-quality work* shifting to *weaker academic output*. These changes demonstrate an increase in academic register, which corresponds with Hyland's emphasis on formality and precision in scholarly discourse. Students acknowledged that QuillBot helps them sound "more academic," especially when they feel insecure about grammar and vocabulary. This indicates that the tool functions not only as a paraphrasing assistant but also as linguistic scaffolding for learners with limited lexical resources.

Furthermore, several students perceived QuillBot as helpful in reducing plagiarism risk. Because the tool modifies vocabulary, structure,

and connectors, the paraphrased output appears sufficiently different from the original text. This perception is supported by documentation findings, where multiple levels of modification—lexical, structural, and discourse—are evident. From Paltridge’s perspective, effective paraphrasing should reduce surface similarity while maintaining meaning, which is largely demonstrated in this study. Therefore, QuillBot’s ability to perform multi-level reformulation strengthens students’ confidence in meeting academic integrity standards.

However, despite these strengths, several weaknesses were consistently reported. The most prominent limitation is the word-count restriction in the free version, which allows only 125 words per input. This technical constraint disrupts the continuity of paraphrasing longer academic paragraphs, forcing students to divide their text into smaller segments. As a result, coherence across paragraphs may be affected. From Hyland’s perspective, coherence and logical flow are essential in academic writing; therefore, fragmented paraphrasing may weaken overall textual unity.

Another significant weakness concerns meaning shifts. Although lexical changes such as *significantly reduces* becoming *greatly undermines* generally preserve meaning, the intensity of evaluation slightly changes. Similarly, connector modifications such as *however* being replaced with *thus* may subtly shift rhetorical emphasis from contrast to result. These findings indicate that while QuillBot follows Paltridge’s requirement of

altering structure, it does not always fully maintain semantic precision. Several students confirmed in interviews that they needed to manually revise outputs to ensure contextual accuracy. This reinforces the idea that paraphrasing tools cannot replace critical human judgment.

Technical dependency also emerged as a weakness. Students mentioned that stable internet access is required to operate QuillBot effectively. When connectivity is poor, the paraphrasing process becomes slow or inaccessible. Additionally, some students noted that certain outputs sound overly general or less context-sensitive. For example, lexical simplification such as *academic responsibility* becoming *academic tasks* may reduce conceptual depth. While grammatically correct, such simplifications may slightly weaken argumentative nuance, which is crucial in academic writing according to Hyland's discourse principles.

Overall, the strengths and weaknesses identified in this study demonstrate that QuillBot functions as a supportive tool that enhances lexical diversity, structural variation, and efficiency in academic paraphrasing. However, limitations such as word restrictions, occasional meaning shifts, and contextual oversimplification highlight the necessity of manual evaluation. In line with Paltridge's and Hyland's frameworks, effective academic paraphrasing ultimately requires not only structural modification but also careful attention to meaning, coherence, and rhetorical intention. Therefore, QuillBot should be viewed as an assistive

instrument rather than a substitute for students' analytical engagement in academic writing.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study was conducted to examine the effectiveness of QuillBot in paraphrasing academic paragraphs written by fifth-semester students of the English Education Study Program and to explore its strengths and weaknesses based on students' experiences. Based on the analysis of students' paraphrased texts and interview data, the findings clearly answer the research questions.

First, QuillBot is effective in assisting students in paraphrasing academic paragraphs. The analysis shows that the tool successfully generates lexical variations and structural modifications while generally maintaining the original meaning of the text. These changes help reduce textual similarity and support students in avoiding plagiarism. However, the effectiveness is not absolute, as students still need to revise the output to ensure clarity, accuracy, and academic appropriateness.

Second, QuillBot possesses several strengths and weaknesses. Its main strengths lie in its user-friendly interface, quick processing time, vocabulary variation features, and ability to restructure sentences. These aspects make it a practical support tool in academic writing. Nevertheless, limitations such as word-count restrictions in the free version, occasional shifts in meaning, dependence on internet stability, and inconsistencies in academic tone indicate that QuillBot cannot function independently without students' critical evaluation.

In summary, QuillBot serves as a supportive technological tool that facilitates the paraphrasing process and enhances students' writing efficiency. However, it does not replace students' writing competence. The quality of the final paraphrased text still depends on students' understanding, critical thinking, and revision skills.

## **B. Suggestion**

Based on the findings and conclusions of this research, several suggestions are offered for students, lecturers, and further researchers.

### 1. For Students

Students are encouraged to use QuillBot as a supportive tool rather than relying on it completely. While it helps with vocabulary variation and sentence restructuring, students should still review the output to ensure the meaning and academic tone remain accurate. Strengthening their understanding of paraphrasing skills will also help them evaluate and refine QuillBot's results more effectively.

### 2. For Lecturer

Lecturers may consider integrating paraphrasing tools like QuillBot into academic writing instruction to help students understand both their benefits and limitations. Lecturers can also guide students on how to critically assess paraphrased texts and uphold academic integrity when using such tools.

### 3. For Further Researcher

Future research may explore the effectiveness of other AI paraphrasing tools and compare them with QuillBot. Studies with larger data sets or experimental designs could also provide deeper insight into how these tools influence students' writing quality over time. Additionally, examining students' perceptions of AI tools across different academic levels or fields may offer a broader understanding of AI-assisted writing practices.

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# **APPENDICES**

## **Instruments of Data Collection/Alat Pengumpulan Data (APD)**

### **1. Documentation**

Documentation is used to obtain the primary textual data needed to evaluate QuillBot's effectiveness in paraphrasing students' academic paragraphs. In this research, the documents consist of students' academic paragraph which each participant will produce one academic paragraph on a topic assigned by the researcher. This Paragraph will be processed using QuillBot in a consistent mode (e.g., Standard mode). This output becomes the core data for analysis.

### **2. Interview**

#### **Interview Guideline**

**Research Title:** An Analysis of Quillbot's Effectiveness in Paraphrasing the Paragraph by the Fifth Semester Students of English Education Study Program

**Participant Code:**

**Date:**

**Interviewer: Riska Amelia**

#### **Questions:**

1. Can you describe your overall experience using QuillBot for paraphrasing academic tasks?  
Answer:
  
2. In your opinion, which aspects of paraphrasing are most supported by QuillBot? (Grammar, vocabulary, sentence structure, clarity, etc.)  
Answer:
  
3. Do you think QuillBot maintains the original meaning? Why or why not?  
Answer:
  
4. What weaknesses or challenges do you experience when using QuillBot? Please give examples.  
Answer:
  
5. How effective is QuillBot overall, and do you still revise the results manually? Explain.  
Answer:

## Transcript of Interview

**Research Title:** An Analysis of Quillbot's Effectiveness in Paraphrasing the Paragraph by the Fifth Semester Students of English Education Study Program

### Respondent 1



**Participant Code** : DAH  
**Date** : December 3, 2025  
**Interviewer** : Riska Amelia

### Questions:

1. Can you describe your overall experience using QuillBot for paraphrasing academic tasks?

Answer: Using QuillBot really makes things much easier for me. Since we're afraid of being detected for plagiarism, we have to paraphrase academic paragraphs. So I usually use QuillBot for paraphrasing, and I think it's extremely helpful. In QuillBot, the paraphrased paragraph is marked with colors—red means the words were changed, blue means the structure was changed, and if it stays black, it means nothing was changed. And for the red words, if they don't match the next sentence, we can replace them with a better word. So for me, I really like using QuillBot.

2. In your opinion, which aspects of paraphrasing are most supported by QuillBot? (Grammar, vocabulary, sentence structure, clarity, etc.)

Answer: Yes, it changes the grammar too, and it also replaces the words with different ones. In English, there's not only one word for something, so it changes it to other similar words.

3. Do you think QuillBot maintains the original meaning? Why or why not?

Answer: Yes. After paraphrasing in QuillBot, I always translate it first to check if the meaning is still the same as the original paragraph. And when I

translate it, the meaning turns out to be the same—only the words or sentence structure change. Sometimes from active to passive, for example.

4. What weaknesses or challenges do you experience when using QuillBot? Please give examples.

Answer: The weakness is the word limit—QuillBot only allows up to 125 words, so you can't paste long paragraphs at once. If you want more, you have to use premium.

5. How effective is QuillBot overall, and do you still revise the results manually? Explain.

Answer: I think it's quite effective, but sometimes the word choices are not suitable even though there are many options. Some words sound too simple, so I replace them with words I'm familiar with so the sentence flows better. Sometimes I still revise it, but if the structure is already good, I don't change it again.

## Respondent 2



**Participant Code** : FAP  
**Date** : December 3, 2025  
**Interviewer** : Riska Amelia

### Questions:

1. Can you describe your overall experience using QuillBot for paraphrasing academic tasks?  
 Answer: My experience using QuillBot has been very helpful. When I'm stuck, I ask AI to find material and then ask QuillBot to paraphrase it so the language looks like it's written by me.
2. In your opinion, which aspects of paraphrasing are most supported by QuillBot? (Grammar, vocabulary, sentence structure, clarity, etc.)  
 Answer: The grammar, mostly.
3. Do you think QuillBot maintains the original meaning? Why or why not?  
 Answer: Yes, it's still the same.
4. What weaknesses or challenges do you experience when using QuillBot? Please give examples.  
 Answer: The mode, because I use the free version, so I can't put too many words since it's limited.
5. How effective is QuillBot overall, and do you still revise the results manually? Explain.  
 Answer: I don't think it's ineffective—the words are already different from the original. And in terms of effectiveness, it's effective.

### Respondent 3



**Participant Code** : AM  
**Date** : December 3, 2025  
**Interviewer** : Riska Amelia

#### Questions:

1. Can you describe your overall experience using QuillBot for paraphrasing academic tasks?  
 Answer: For me, it's helpful because QuillBot makes paraphrasing faster and easier. It's also easy to access.
2. In your opinion, which aspects of paraphrasing are most supported by QuillBot? (Grammar, vocabulary, sentence structure, clarity, etc.)  
 Answer: The most noticeable changes are vocabulary and sentence structure. It changes things but still feels more "human" for us when working on assignments.
3. Do you think QuillBot maintains the original meaning? Why or why not?  
 Answer: Mostly yes, but sometimes no. Since the context is academic, if the result is too stiff, I still fix it.
4. What weaknesses or challenges do you experience when using QuillBot? Please give examples.  
 Answer: Sometimes the result is too general and not suitable for academic writing. Maybe the language is not academic enough.
5. How effective is QuillBot overall, and do you still revise the results manually? Explain.  
 Answer:  
 Yes, it's helpful, but we still need to revise the results to make it more accurate.

### Respondent 4



**Participant Code** : NA  
**Date** : December 3, 2025  
**Interviewer** : Riska Amelia

#### Questions:

1. Can you describe your overall experience using QuillBot for paraphrasing academic tasks?  
 Answer: I've been using QuillBot since early semesters. It really helps paraphrasing when writing papers or essays.
2. In your opinion, which aspects of paraphrasing are most supported by QuillBot? (Grammar, vocabulary, sentence structure, clarity, etc.)  
 Answer: Vocabulary—QuillBot uses synonyms, so the meaning stays the same even though the words are different.
3. Do you think QuillBot maintains the original meaning? Why or why not?  
 Answer: For me, the meaning usually stays the same. That's why I often use QuillBot—because the meaning doesn't change.
4. What weaknesses or challenges do you experience when using QuillBot? Please give examples.  
 Answer: The weakness is that it can't paraphrase long paragraphs unless you use premium, so you have to paraphrase paragraph by paragraph.
5. How effective is QuillBot overall, and do you still revise the results manually? Explain.  
 Answer:  
 It is effective, but sometimes after paraphrasing, I still have to read it again and fix things if the grammar or sentence structure feels off. But overall, it's effective.

### Respondent 5



**Participant Code** : SK  
**Date** : December 3, 2025  
**Interviewer** : Riska Amelia

#### Questions:

1. Can you describe your overall experience using QuillBot for paraphrasing academic tasks?  
 Answer: Using QuillBot makes paraphrasing easier since it's not manual.
2. In your opinion, which aspects of paraphrasing are most supported by QuillBot? (Grammar, vocabulary, sentence structure, clarity, etc.)  
 Answer: The grammar and sentence structure.
3. Do you think QuillBot maintains the original meaning? Why or why not?  
 Answer: Sometimes it keeps the meaning, sometimes not.
4. What weaknesses or challenges do you experience when using QuillBot? Please give examples.  
 Answer: The disadvantage is that some features are premium, so you have to pay.
5. How effective is QuillBot overall, and do you still revise the results manually? Explain.  
 Answer: Very effective. Sometimes I still revise it by translating it first.

### Respondent 6



**Participant Code** : CF  
**Date** : December 3, 2025  
**Interviewer** : Riska Amelia

#### Questions:

1. Can you describe your overall experience using QuillBot for paraphrasing academic tasks?

Answer: My experience paraphrasing with QuillBot has been good. The process is easy and accessible—you can use the website or download the app.

2. In your opinion, which aspects of paraphrasing are most supported by QuillBot? (Grammar, vocabulary, sentence structure, clarity, etc.)

Answer: Mostly vocabulary and grammar, because I'm weak in grammar.

3. Do you think QuillBot maintains the original meaning? Why or why not?

Answer: Sometimes the meaning doesn't stay the same. If the result is different from the context, I read it again and paraphrase it again.

4. What weaknesses or challenges do you experience when using QuillBot? Please give examples.

Answer: The weaknesses are the word limit, sometimes connectivity issues, and sometimes the paraphrasing result is not accurate.

5. How effective is QuillBot overall, and do you still revise the results manually? Explain.

Answer: It's quite effective, but since I'm easily unsure, I keep checking and revising it.

### Respondent 7



**Participant Code** : VAM  
**Date** : December 3, 2025  
**Interviewer** : Riska Amelia

#### Questions:

1. Can you describe your overall experience using QuillBot for paraphrasing academic tasks?

Answer: I rarely use QuillBot, but I have used it before. It's quite effective for academic writing like papers, but the challenge is that it can sometimes change the original meaning.

2. In your opinion, which aspects of paraphrasing are most supported by QuillBot? (Grammar, vocabulary, sentence structure, clarity, etc.)

Answer: Especially sentence structure and vocabulary—it can generate synonyms.

3. Do you think QuillBot maintains the original meaning? Why or why not?

Answer: Mostly it keeps the meaning, only a few words (2–3) might change the nuance.

4. What weaknesses or challenges do you experience when using QuillBot? Please give examples.

Answer: Same as others—the challenge is that it sometimes changes the meaning.

5. How effective is QuillBot overall, and do you still revise the results manually? Explain.

Answer: It is effective because the meaning changes help reduce plagiarism. I usually don't paraphrase it again—I just use the result.

### Respondent 8



**Participant Code** : DZP  
**Date** : December 4, 2025  
**Interviewer** : Riska Amelia

#### Questions:

1. Can you describe your overall experience using QuillBot for paraphrasing academic tasks?

Answer: Paraphrasing with QuillBot is easier than using other tools because it's simpler.

2. In your opinion, which aspects of paraphrasing are most supported by QuillBot? (Grammar, vocabulary, sentence structure, clarity, etc.)

Answer: QuillBot shows more detailed paraphrasing and gives better structure than other tools.

3. Do you think QuillBot maintains the original meaning? Why or why not?

Answer: Yes, the meaning stays the same, only the wording is different.

4. What weaknesses or challenges do you experience when using QuillBot? Please give examples.

Answer: So far, no challenges. We just paste the text and the result appears immediately. No weaknesses for me.

5. How effective is QuillBot overall, and do you still revise the results manually? Explain.

Answer: Effective. I don't need to paraphrase again because the vocabulary choices are already good.

### Respondent 9



**Participant Code** : AD  
**Date** : December 4, 2025  
**Interviewer** : Riska Amelia

#### Questions:

1. Can you describe your overall experience using QuillBot for paraphrasing academic tasks?

Answer: On campus, we often do tasks like Word, PPT, or academic writing. We take quotations from authors, and we can't paste them directly because that would be plagiarism. I tried other paraphrasing tools first, but they still got detected. When I tried QuillBot, it was easy—just copy-paste and the result doesn't look plagiarized.

2. In your opinion, which aspects of paraphrasing are most supported by QuillBot? (Grammar, vocabulary, sentence structure, clarity, etc.)

Answer: From the sentence structure changes—you can see, for example, if the "although" was at the beginning, it might move to another position.

3. Do you think QuillBot maintains the original meaning? Why or why not?

Answer: Yes, it maintains the meaning. It might change a little, but the overall meaning stays the same.

4. What weaknesses or challenges do you experience when using QuillBot? Please give examples.

Answer: No major challenges, but since it's online, you need good internet. If the network is bad, you can't log in or it becomes slow. And there's also the word limit.

5. How effective is QuillBot overall, and do you still revise the results manually? Explain.

Answer: I'd say it's 90% effective, but we shouldn't rely too much on AI—so I still check it and adjust it using my own words.

### Respondent 10



**Participant Code** : SM  
**Date** : December 4, 2025  
**Interviewer** : Riska Amelia

#### Questions:

1. Can you describe your overall experience using QuillBot for paraphrasing academic tasks?

Answer: Since last semester I've been using QuillBot. It's one of the most effective tools and has many modes—standard, fluency, etc. Compared to other paraphrasing tools, QuillBot is better because it rarely gets detected for plagiarism.

2. In your opinion, which aspects of paraphrasing are most supported by QuillBot?

(Grammar, vocabulary, sentence structure, clarity, etc.)

Answer: Synonyms. When we paraphrase, we need synonyms, and QuillBot provides many—even new vocabulary—so it also increases our vocabulary.

3. Do you think QuillBot maintains the original meaning? Why or why not?

Answer: I think it keeps the meaning because it mostly changes only the synonyms, not the content.

4. What weaknesses or challenges do you experience when using QuillBot? Please give examples.

Answer: No major challenges so far, except the word limit—around 125 words—so we have to insert paragraphs little by little if the text is long.

5. How effective is QuillBot overall, and do you still revise the results manually? Explain.

Answer: I still revise the results depending on the mode—for example, in standard mode, if there's a lot of red marks, it means many changes were made, so I revise again. In terms of effectiveness, it's effective because with one click, the result appears in seconds.

**Name : Amelia Destaviana**

**Npm : 2301051003**

### **Original Paragraph**

Excessive smartphone use significantly reduces students' productivity because it distracts their attention from academic responsibilities. Many students spend long hours scrolling through social media, which results in decreased focus during study sessions and delays in completing assignments. Although smartphones can provide useful learning resources, their constant notifications often interrupt concentration, making it difficult for students to maintain steady progress. For example, a student who frequently checks messages while studying is more likely to produce lower-quality work because their cognitive process is repeatedly disrupted. Moreover, prolonged smartphone use late at night can reduce sleep quality, which negatively affects academic performance the following day. While some students believe they can multitask, research consistently shows that divided attention lowers efficiency. Therefore, excessive smartphone use can hinder students' academic productivity, even though smartphones themselves have educational benefits.

### **Paraphrased Paragraph (Using QuillBot Style)**

Excessive reliance on smartphones can greatly undermine students' productivity because it shifts their attention away from essential academic tasks. Many learners spend extended periods browsing social media platforms, which leads to reduced concentration during study time and slower completion of coursework. Even though smartphones offer valuable academic tools, constant alerts often break students' focus, making consistent learning difficult. For instance, a learner who repeatedly checks notifications is likely to produce weaker academic output since their thinking process is continually interrupted. In addition, using smartphones late at night can disrupt sleep patterns, which negatively influences students' performance the next day. Although some students claim to multitask effectively, studies show that divided attention decreases overall efficiency. Thus, excessive smartphone usage can limit students' productivity despite the potential educational advantages of the device.

**Name : Aqila Maisara**

**NPM : 2301051005**

### **Original Paragraph**

Excessive smartphone use has become an important factor that negatively influences university students' productivity. Many students spend long hours on their phones because they are constantly accessing social media, entertainment platforms, and online games, which reduces the time available for academic tasks. Although smartphones can support learning, their overuse often leads to procrastination and difficulty maintaining concentration during study sessions. For example, students may interrupt their reading or writing activities whenever notifications appear, which decreases their ability to complete assignments efficiently. This habit not only weakens their focus but also disrupts their study schedules, causing lower academic performance. Therefore, even though smartphones offer educational benefits, their excessive use significantly decreases students' productivity and should be managed carefully.

### **Paraphrased Paragraph (QuillBot-style)**

Excessive reliance on smartphones has become a major issue that harms college students' overall productivity. Many of them spend extended periods on their devices because they frequently check social media, streaming applications, and mobile games, which limits the time they can devote to academic responsibilities. While smartphones are capable of supporting learning, their overuse often results in procrastination and reduced concentration during study activities. For instance, students may stop their academic work whenever notifications appear, which makes it harder for them to finish assignments effectively. This pattern not only disrupts their focus but also affects their study routines, leading to poorer academic outcomes. Thus, despite the potential advantages of smartphones, their excessive use greatly lowers students' productivity and needs to be controlled.

**Name : Chindi Fransiska**

**NPM : 2301051007**

### **Original Paragraph**

Excessive smartphone use has become a significant factor that decreases university students' productivity. Many students spend long hours scrolling through social media, which often distracts them from academic tasks that require sustained attention. Because smartphones provide constant notifications, students may find it difficult to focus on coursework, leading to procrastination and reduced study quality. For example, a study session that should take one hour may extend to several hours because students switch repeatedly between their assignments and online entertainment. Although smartphones can support learning through educational apps, their benefits are often outweighed by misuse. This overuse not only lowers academic performance but also disrupts students' sleep schedules, which further affects their ability to concentrate in class. Therefore, managing smartphone habits is essential for maintaining productivity and ensuring that technology supports, rather than hinders, students' academic success.

### **Paraphrased Paragraph (QuillBot-style)**

Excessive smartphone use has become a key element that reduces university students' productivity. Many students spend long hours reading through social media, which often distracts them from academic assignments that need continuous attention. Because cellphones give regular notifications, students may find it difficult to focus on assignments, leading to procrastination and lower study quality. For instance, because students frequently alternate between their homework and online amusement, a study session that should only last an hour could take several hours. Although cellphones can enhance learning through educational apps, their benefits are typically offset by overuse. In addition to impairing academic achievement, this excessive use throws off kids' sleep patterns, which makes it harder for them to focus in class. Therefore, regulating smartphone habits is vital for sustaining productivity and ensuring that technology supports, rather than hinders, students' academic progress.

**Name : Dhean Zahrina Paramitha**

**NPM : 2301051009**

**Original teks**

Excessive smartphone use has a significant negative impact on students' productivity. Although smartphones can support academic tasks by providing quick access to information, many students become distracted by social media, games, and constant notifications. These distractions reduce their ability to concentrate on coursework, which often leads to procrastination and lower academic performance. For example, students who frequently check their phones during study sessions tend to spend more time on assignments because their focus is repeatedly interrupted. Excessive screen time also affects sleep quality, which further decreases productivity during the day. Because students rely heavily on their smartphones, they may struggle to manage their study schedules effectively. Therefore, it is essential for students to regulate their smartphone use so they can maintain better focus and improve their academic productivity.

**Paraphrased Paragraph (QuillBot-style)**

Excessive smartphone use has a severe detrimental influence on students' productivity. Although smartphones can enhance academic duties by offering instant access to information, many students become sidetracked by social media, gaming, and continual notifications. These distractions impair their capacity to concentrate on assignments, which typically leads to procrastination and lower academic achievement. For example, students who often check their phones during study sessions tend to spend more time on assignments since their focus is repeatedly interrupted. The quality of sleep is also impacted by excessive screen usage, which further reduces daytime productivity. Because students rely significantly on their smartphones, they may struggle to manage their study schedules adequately. Therefore, it is necessary for students to control their smartphone use so they can retain greater focus and improve. Therefore, it is essential for students to regulate their smartphone use so they can maintain better focus and improve their academic productivity.

**Nama : Damai Amwalia Hasmi**

**Npm : 2301051008**

**Original Paragraph**

Excessive smartphone use has become a significant factor that negatively affects students' academic productivity. Many students spend long periods scrolling through social media or watching short videos, although they are fully aware that these activities distract them from completing academic tasks. This constant distraction reduces their ability to concentrate because frequent notifications interrupt their focus and make it difficult to return to demanding assignments. For example, a student who checks their phone repeatedly while studying may take twice as long to finish an essay compared to when they study without interruptions. However, the problem becomes more serious when smartphone use turns into a habit that students cannot control. Therefore, it is essential for students to regulate their screen time so that they can maintain better focus and improve their overall productivity.

**Paraphrased Paragraph (QuillBot-style)**

Excessive smartphone use has become a key problem that decreases students' academic productivity. Many students spend many hours looking through social media or viewing brief videos, while they are perfectly aware that these activities distract them from completing academic duties. Because frequent notifications disrupt their concentration and make it challenging to return to demanding assignments, this ongoing distraction impairs their capacity to focus. For example, a student who constantly checks their phone while studying can take twice as long to complete an essay as someone who studies uninterrupted. However, when students develop an uncontrollable habit of using their smartphones, the issue gets worse. Therefore, it is necessary for students to manage their screen time so that they can retain greater focus and enhance the quality of their work.

**Name : Fenyta Avrillia Putri**

**NPM : 2301051013**

**Original Paragraph**

Excessive smartphone use has become a major factor that negatively affects university students' productivity. Many students spend long hours on social media or entertainment apps, which reduces the time available for academic tasks and leads to poor time management. Because smartphones provide constant notifications, students are often distracted during study sessions, causing difficulties in maintaining focus and completing assignments efficiently. Research has shown that frequent multitasking on smartphones lowers cognitive performance, which further decreases the quality of academic work. Although smartphones can support learning when used responsibly, overdependence on them often results in procrastination and reduced motivation. Therefore, it is essential for students to control their smartphone habits in order to maintain a healthy balance between digital activities and academic responsibilities.

**Paraphrased Paragraph (QuillBot-style)**

The overuse of smartphones has increasingly become a significant issue that harms college students' academic productivity. A large number of students spend excessive time browsing social media or entertainment platforms, leaving them with less time to complete coursework and weakening their ability to manage time effectively. Since smartphones constantly deliver alerts, learners are easily distracted while studying, which makes it harder for them to stay focused and finish tasks properly. Studies indicate that repeated multitasking on mobile devices decreases cognitive abilities, which also impacts the quality of academic performance. Even though smartphones can be beneficial learning tools when used wisely, relying on them too much often leads to delayed work and declining motivation. Thus, students need to regulate their smartphone usage to achieve a more balanced approach to digital engagement and academic duties.

**Name : Na'imatul Auliya**

**NPM : 2301050022**

**Original Paragraph**

Excessive smartphone use has a significant negative impact on university students' productivity because it distracts them from academic responsibilities. When students frequently check social media or entertainment apps, their focus is interrupted, which reduces their ability to complete tasks efficiently. This issue becomes more serious when smartphone use occurs during study sessions, as constant notifications can prolong the time needed to finish assignments. For example, a student who studies while repeatedly switching to messaging apps may take twice as long to absorb the same material compared to someone who studies without digital interruptions. Although smartphones can support academic activities, their overuse often leads to procrastination and decreased performance. Therefore, controlling smartphone habits is essential for maintaining students' productivity and ensuring better academic outcomes.

**Paraphrased Paragraph (QuillBot-style)**

Excessive smartphone use has a major detrimental influence on university students' productivity since it distracts them from academic tasks. When students often check social media or entertainment apps, their focus is disturbed, which affects their ability to finish work efficiently. This issue gets more serious when smartphone use occurs during study sessions, as continual notifications might prolong the time needed to finish assignments. A student who constantly switches between chat applications while studying, for instance, might take twice as long to learn the same subject as someone who doesn't have any digital distractions. Although smartphones can enhance academic pursuits, their abuse generally leads to procrastination and lower performance. Controlling smartphone usage is therefore crucial to preserving students' productivity and guaranteeing improved academic results.

**Nama Mahasiswa: Siti Maysaroh**  
**NPM: 2301051028**

**Original Paragraph**

Excessive smartphone use has increasingly been identified as a factor that undermines university students' academic productivity. Although smartphones can facilitate quick access to learning materials, their continuous alerts and entertainment features often divert attention from essential academic tasks. Because many students switch frequently between social media, messaging applications, and coursework, their cognitive focus becomes fragmented, which reduces the depth and efficiency of their learning. For example, students who habitually check their phones during lectures often struggle to retain key information and require more time to complete assignments. This pattern of disrupted concentration, while sometimes perceived as manageable, has been shown in various studies to correlate with poorer academic outcomes. Therefore, excessive smartphone use ultimately diminishes productivity by interrupting sustained attention and lowering the overall quality of students' academic engagement.

**Paraphrased Paragraph (QuillBot-style)**

Overuse of smartphones has been found to negatively impact university students' academic performance. Smartphones can make it easier to quickly access study resources, but their entertainment features and constant alerts frequently take focus away from important academic work. Many students' cognitive focus gets fractured due to their frequent switching between social media, messaging apps, and assignments, which lowers the depth and effectiveness of their learning. For instance, students who frequently check their phones during lectures sometimes have trouble remembering important information and need extra time to do tasks. Numerous studies have demonstrated a correlation between this pattern of disturbed concentration and worse academic achievements, even though it is sometimes thought to be treatable. Because it disrupts sustained focus and lowers the general level of students' academic engagement, excessive smartphone use ultimately reduces productivity.

**Name : Susi Kurniawati**

**NPM : 2301051029**

**Original Paragraph**

Excessive smartphone use has become a significant factor affecting university students' productivity. Many students rely on their phones for academic purposes; however, constant notifications and easy access to entertainment often lead to distraction, which reduces their ability to focus on important tasks. Because students tend to multitask between studying and browsing social media, their study time becomes less efficient and their overall academic performance may decline. For example, research shows that students who check their phones frequently while studying take longer to complete assignments and retain less information. Although smartphones can be valuable learning tools, their uncontrolled use creates habits that interfere with concentration and time management. Therefore, it is essential for students to develop healthier smartphone usage patterns to maintain better productivity and academic success.

**Paraphrased Paragraph (QuillBot-style)**

The productivity of university students is now significantly impacted by excessive smartphone use. Many students rely on their phones for academic purposes, but the continual notifications and easy access to entertainment frequently cause distraction, making it harder for them to concentrate on crucial assignments. Students' study time becomes less effective and their overall academic performance may suffer as a result of their propensity to multitask between studying and social media surfing. For example, research suggests that students who use their phones frequently while studying take longer to complete projects and retain less knowledge. Although cellphones can be valuable learning tools, their unregulated use produces habits that interfere with concentration and time management. Therefore, it is necessary for students to create healthy smartphone usage behaviors to retain greater productivity and academic success.

**Name : Violita Ayu Mawarni**

**NPM : 2301050035**

**Original Paragraph**

Excessive smartphone use significantly affects students' productivity because it disrupts their focus and time management. Many students rely on smartphones for academic purposes. However, they often become distracted by social media and entertainment applications while studying. When they switch repeatedly between academic tasks and smartphone activities, their concentration decreases, which reduces the quality of their academic output. For example, a student may plan to search for academic articles online, but they may end up scrolling through social media feeds for an extended period. This behavior not only wastes valuable study time but also increases procrastination. Although smartphones can be useful tools for learning, they often become barriers that prevent students from completing their tasks efficiently. Therefore, excessive smartphone use negatively impacts students' academic performance and overall productivity.

**Paraphrased Paragraph (QuillBot-style)**

Students' productivity is greatly impacted by excessive smartphone use because it interferes with their ability to concentrate and manage their time. Many students rely on smartphones for academic purposes. However, they often become distracted by social media and entertainment applications while studying. They become less focused and produce lower quality academic work when they alternate between smartphone activities and academic assignments. For example, a student may plan to search for academic articles online, but they may end up scrolling through social media feeds for an extended period. This habit leads to procrastination and inefficient time use. Even though smartphones provide educational benefits, they can also limit students' capability to finish their assignments on time. Thus, excessive smartphone usage reduces students' academic performance and overall productivity.

## CURRICULUM VITAE



Riska Amelia was born on August 4, 2003, in Taman Sari, Selagai Lingga, Central Lampung. She is the daughter of Mr. Yopi Ariyani and Mrs. Tusiati.

She began her formal education at TK PGRI Taman Sari (2009–2010). She continued her elementary education at SDN Taman Sari (2010–2016), then

studied at SMP PGRI 04 Pubian (2016–2019), and completed her senior high school education at MA MA'arif 01 Punggur, Central Lampung (2019–2022).

In 2022, she enrolled in the English Education Study Program at the Faculty of Tarbiyah and Teacher Training, UIN Jurai Siwo Lampung.