

**STUDENTS' PERCEPTIONS OF USING QUILLBOT AI  
PARAPHRASING TOOL TO AVOID PLAGIARISM IN THESIS  
WRITING**

**A Thesis**

Submitted as Partial Fulfillment of the Requirements  
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By  
**Noaf Yuliyana**  
**20421005**

**English Language Education Study Program**  
**Faculty of Teacher Training and Education**  
**La Tansa Mashiro University**  
**2024**

**APPROVAL SHEET**

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By  
**Noaf Yuliyana**  
**20421005**



**Approved on 10 December 2024**  
**By the Consultant Team**

**Primary Supervisor**

Hikmah Pravitasari, M.Pd  
NIDN. 0419119002

**Co-Supervisor**

Nurul Afyattena, M.Pd  
NIDN. 0423118904

**RATIFICATION SHEET**

**STUDENTS' PERCEPTIONS OF USING QUILLBOT AI  
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By  
**Noaf Yuliyana**  
20421005

Defended before the Board of Examiners on 16<sup>th</sup> of December 2024 and  
Declared Acceptable.

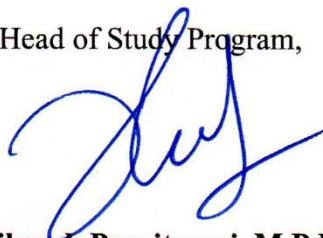
Board of Examiners

Primary Supervisor : Hikmah Pravitasari, M.Pd (.....)  
Examiner 1 : Yesi, M.Pd (.....)  
Examiner 2 : Fheby Indriyanti Nurpratiwi M.Pd (.....)

Rangkasbitung, 21... December 2024  
Faculty of Teacher Training and Education  
La Tansa Mashiro University

جامعة لا تنس محيرا

Head of Study Program,



**Hikmah Pravitasari, M.Pd**  
NIDN. 0419119002

## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Rangkasbitung, 23. December 2024

The Writer,



**Noaf Yuliyana**  
**20421005**

## **MOTTO**

Whatever the test, as long as you remember Allah and are devoted to your parents,  
everything will feel easier.

## **DEDICATIONS**

Gratefully and thankfully, I dedicate this thesis to:

1. My eternal love, ALLAH SWT, gives me the breath of life till this time and always protects me with all this Greatness.
2. My beloved mother Johariah and sister Rika, thank you for your advice, love, prayer, and support and for always encouraging me to finish my studies.
3. My supervisors, Miss Hikmah Pravitasari, M.Pd. and my Co-Supervisor Mrs Nurul Afyattena, M.Pd. who give me support, input, and advice and help me in finishing this thesis. Thank you very much Ma'am.

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Rangkasbitung, 23 December 2024

**Noaf Yuliyana**

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## **LIST OF KEY TERMS AND ABBREVIATIONS**

AU	= Actual Use
ATU	= Attitude Towards Use
BI	= Behavioral Intention
PEU	= Perceived Ease of Use
PU	= Perceived Usefulness
TAM	= Technology Acceptance Model

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# **STUDENTS' PERCEPTIONS OF USING QUILLBOT AI PARAPHRASING TOOL TO AVOID PLAGIARISM IN THESIS WRITING**

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## **ABSTRACT**

This study aimed to determine students' perceptions of using QuillBot paraphrasing tool to avoid plagiarism in thesis writing. This study used a qualitative method of narrative inquiry type. Participants recruited in this study were final-year English education students at a private university. Research data was taken using student diaries and interviews. Data analysis used thematic analysis. This study utilized the technology acceptance model, incorporating five aspects of perception from Davis and Granic's (2024) theory. From the results of this research analysis, five themes and eleven sub-themes were obtained, including Feasibility use of, Usability Perspective, Evaluative Attitude, Functionality level, and Continuance and Discontinuance of use QuillBot Paraphrasing. Based on the analysis results, it was found that there were positive and negative perceptions towards the use of QuillBot as a paraphrasing tool to avoid plagiarism in writing a thesis. Positive perceptions include QuillBot's ability to help students avoid plagiarism, improve grammar skills, and expand knowledge of new vocabulary. In addition, QuillBot was considered easy to use, and students showed a positive attitude of acceptance, feeling comfortable, helped, and more confident in writing. This encouraged students to use QuillBot again in the future. However, there were also negative perceptions. Some students doubted QuillBot's paraphrasing results because as a technology-based system, QuillBot has the potential to produce errors in paraphrasing. In conclusion, this study highlights the dual views of students regarding the use of QuillBot as a paraphrasing tool to avoid plagiarism in their thesis writing. Although many participants acknowledged its benefits, there were also concerns regarding the accuracy and reliability of the paraphrasing results produced. These findings emphasize the need for students to use QuillBot critically and complement it with their own writing skills to maximize its effectiveness.

*Keywords: QuillBot, Paraphrasing, Plagiarism, Students EFL, Thesis Writing*

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

The rise in plagiarism in academic writing poses a significant challenge for students studying English as a foreign language (EFL). Cheng (2023) investigated that many students studying English as a foreign language (EFL) often experience paraphrasing difficulties when writing from source texts. Mohammad et al. (2023) explored what hinders EFL students' language development and academic growth in performing paraphrasing skills due to limited linguistic exposure. Nguyen (2023) stated that paraphrasing will be a challenging skill for EFL learners with no academic experience. After seeing the case above, EFL students have difficulty paraphrasing when writing from source texts because lack of linguistic exposure can hinder the development and growth of language when writing, so students use identified case studies in which actual plagiarism was revealed in scientific journals compared to the original articles. Another factor in plagiarism is the easy access to the internet and the availability of materials for academic needs (Howard 2007). From the case above, it can be said that plagiarism at the university level occurs because of difficulties in paraphrasing when writing from source texts. This is due to a lack of linguistic exposure which hinders the development and growth of students' language writing processes so that paraphrasing becomes ineffective. Paraphrasing is a challenging skill for students when writing. To overcome these challenges, students use various AI tools to paraphrase their writing more easily and quickly.

Artificial Intelligence (AI) is software on devices like computers or smartphones that enhances convenience. Wang et al. (2023) also said that AI is a field of computer science that aims to create machines that imitate human intelligence, using technologies such as machine learning, natural language processing, and robotics to understand and solve problems. When students strive to uphold academic integrity, they often turn to tools like AI to enhance their university-level work, particularly in writing. Various paraphrasing tools such as QuillBot, SpinBot, and Paraphrasing-tool have been studied by researchers including Duncanson (2024), Gautam & Jerripothula (2020), and Maulidia & Sulistyaningrum (2021). In conclusion, Artificial Intelligence (AI) represents a pivotal technological advancement, encompassing machine learning, natural language processing, and robotics, aimed at simulating human intelligence. As students endeavor to maintain academic integrity, the integration of AI tools, such as QuillBot, SpinBot, and Paraphrasing-tool, underscores the evolving dynamics of academic support and the ongoing quest for excellence in university-level writing.

Paraphrasing tools have been used at university levels in various countries such as Georgia, Indonesia, and Vietnam where tools such as QuillBot, SpinBot, and Paraphrasing-tool. Maulidia & Sulistyaningrum (2021) from Indonesia tested the use of online paraphrasing tools (Paraphrasing-tool.com, Prepotseo.com, QuillBot.com, SpinBot.com, others, and the bride) to help students overcome difficulties in paraphrasing. The main issues discussed are the effectiveness of these tools in improving students' paraphrasing skills and their potential impact on the originality and ethics of academic writing. Nguyen (2023) from Vietnam said that

paraphrasing is very important in academic writing, but for EFL students, it is a challenge. Online paraphrasing tools like QuillBot can help overcome this difficulty. However, only a few are known about how EFL learners understand these tools. Therefore, Nguyen (2023) in his research explored how effective and useful QuillBot is as a tool in academic paraphrasing activities and how students view and assess its use in the context of their students' academic writing. In the other hand, Duncanson (2024) from Georgia's article discussed the challenges and opportunities educators face with the increasing use of AI in education. It focuses on the use of AI writing platforms like QuillBot in language learning. While AI can support student writing and provide instructional assistance for teachers, it also poses risks to academic integrity because the work produced by AI might not fully reflect the student's abilities. The paper explores how QuillBot can be used as a teaching tool to help plan lessons tailored for multilingual learners in language classes. In conclusion, online paraphrasing tools like QuillBot, SpinBot, and Paraphrasing-tool.com, used in countries such as Georgia, Indonesia, and Vietnam, have been shown to improve the structure and content of students' writing, particularly in learning English as a Foreign Language (EFL). However, several studies have demonstrated the benefits of these resources in helping students overcome barriers related to academic writing in general and paraphrasing techniques in particular. However, there is not much information or study available to inform how EFL students perceive the usefulness of this paraphrasing tool as an academic writing aid.

From the various phenomena of plagiarism due to the lack of paraphrasing skills among students in all universities in various countries, this study will focus on students' perceptions in schools towards paraphrasing tools. Based on the researcher's experience as a university student and research fellow in Indonesia, the researcher has had difficulty paraphrasing in academic writing. Moreover, the researcher and her colleagues faced difficulties in constructing sentences when paraphrasing. This happened when the researcher and fellow writers needed to change the original sentence into a new sentence using different words and structures while maintaining the same meaning. Another difficulty the researcher and fellow writers faced was choosing the right synonym when paraphrasing. For example, the researcher and fellow writers needed to replace words from the original text with alternative words or synonyms of the words to be used that have the same meaning. Apart from that, other difficulties felt by fellow writers were difficulties in understanding the original text, often caused by unfamiliar vocabularies, this could raise doubts about whether the meaning of the paraphrase made manually by fellow writers was conveyed correctly. Alaofi (2020) also said Limited vocabulary makes paraphrasing difficult due to the challenge of finding the right synonyms and restructuring sentence without changing the original meaning. Students' reading comprehension also makes it hard to understand source text, especially when the texts come the different genres or fields. From some of the difficulties above, fellow writers also had other difficulties, when paraphrasing a very complex original text, it took a lot of time because the process requires in-depth thinking and careful analysis to ensure that the core meaning of the original

text was maintained in the resulting paraphrase. The author and fellow writers finally tried to find another way to make paraphrasing easier and faster by using a paraphrasing tool, such as QuillBot AI. Thus, it can be concluded that this topic is worthy of further research. This research aims to find out how students perceive the use of the QuillBot AI paraphrasing tool to write a thesis without committing plagiarism.

### **1.2 Identification of the Problem**

From the background of the study above, it can be identified four main issues that arise in the background of the study:

1. The university students faced difficulties in constructing sentences when paraphrasing.
2. The university students had difficulty in selecting the appropriate synonym words for paraphrasing.
3. The university students' unfamiliarity and lack of English vocabulary result in their unclear understanding of the original content of paraphrasing text.
4. Another difficulty in paraphrasing is the time-consuming rewording of the text from the original. This process requires deep thought and careful analysis to ensure that the core meaning of the original text is preserved in the paraphrase produced.

### **1.3 Limitation of the Problem**

From identifying the problems that arose, the researcher limited the focus to students' perceptions of using paraphrasing tools, specifically AI QuillBot, as an alternative for thesis writing.

#### **1.4 Formulation of the Problem**

Based on the explanation of the problem in paraphrasing that has been mentioned in the problem identification and based on the research focus, the problem formulation is as follows: What are the students' perceptions of using the QuillBot AI paraphrasing tool in thesis Writing?

#### **1.5 Objectives of the Study**

The Objective of this study is to find students' perceptions of using the QuillBot AI paraphrasing tool in thesis writing.

#### **1.6 Significance of the Study**

This research can significantly contribute to the following:

1. University Students: This research can help students make decisions about using technology in writing, as well as help them understand the importance of good paraphrasing and avoiding plagiarism.
2. Educational technology developers: The results of this research can provide input for the development of innovative technological tools that can be used in education, especially to improve students' paraphrasing skills in academic writing.
3. Educational researchers: This study can serve as a reference for educational researchers to further explore the effectiveness of AI tools in educational contexts and identify research areas that need to be expanded and improved.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Understanding Perception**

In our daily lives, we constantly receive various information from our surroundings. This information is processed by our senses, which then form our perception of the world. Perception is not just a physical response to stimuli but also includes how we interpret and understand the reality around us. Here is a more in-depth explanation of perception. Fish (2021) stated in his book entitled *Philosophy of Perception* that perception is the process by which we receive, interpret, and understand information from the environment through our senses, such as sight, hearing, smell, touch, and taste. In the context of philosophy, perception also involves how we become aware of and understand the world around us, and how our sensory experiences relate to reality. From a philosophy of perception perspective, it can be categorized into two hats. Fish (2021, p. 2) explained two very important considerations for the philosophy of perception written in the book *Philosophy of Perception*, namely Epistemology and Phenomenology.

Epistemology in perception examines how our sensory experiences can produce knowledge about the world. This includes an analysis of how perception allows us to understand and recognize external reality. For example, a student attends a lecture and takes notes on the information presented by the lecturer. From an epistemological perspective, students will be asked how their perception of the information obtained from the lecturer's presentation produces knowledge.

Questions that may arise include: How do students know that the information provided by the lecturer is correct? What is the relationship between their perception of the lecturer's presentation and the facts? Epistemology will explore this process and try to understand how information received through perception produces valid knowledge about the subject studied.

Phenomenology focuses on the character of conscious experience itself and how this experience arises in our consciousness. Phenomenology emphasizes the direct description and analysis of perceptual experience without reference to scientific theory or other external assumptions. In phenomenology, students will focus more on their subjective experiences during lectures. For example, they will describe how the atmosphere of the room, the lecturer's voice, and the visual presentation influenced their understanding and attention. Phenomenology emphasizes the direct description and analysis of these experiences, such as how students feel when they hear an interesting explanation of how a PowerPoint slide visualization affects their understanding. The goal is to understand the nature of this learning experience without reference to external scientific explanations. Thus, epistemology focuses more on how students gain knowledge through perception, while phenomenology focuses more on the nature of the learning experience itself. After looking at the theory above, this study will use perception in the form of phenomenology.

To support the phenomenology, this study will utilize aspects of the Technology Acceptance Model (TAM) as described by Davis & Granić (2024). TAM is an information systems theory that explains how individuals accept and use

technology. There are five aspects within TAM: Perceived Ease of Use (PEU), Perceived Usefulness (PU), Attitude Towards Use (ATU), Behavioral Intention (BI), and Actual Use (AU). PEU is the extent to which an individual believes that using a particular technology will require minimal effort. PU is the extent to which an individual believes using a particular technology will enhance their job performance. ATU refers to an individual's positive or negative feelings about performing the intended behavior with a particular system. BI is the extent to which users form plans or intentions to continue using or not using a particular technology in the future. AU is the extent to which the technology is used by individuals, measured in terms of frequency (how often) and volume (how much).

In understanding the adoption of technology by users, TAM offers a crucial framework through five aspects. Davis & Granić (2024) write in their book entitled *Technology Acceptance Model* that the PEU aspect influences PU. If users perceive a technology to be easy to use, they are likely to find it useful as well. TAM posits that PEU and PU influence individuals' attitudes toward using technology. When users perceive a technology as easy to use and useful, they form a positive attitude towards its use. Davis & Granić (2024) found that ATU and PU influence users' BI to use technology. When individuals perceive technology as useful, they are likely to form a positive BI towards using that technology. Ultimately, users' positive BI towards a particular technology defines the actual use of that technology, known as AU. Therefore, if users have a positive intention towards a specific technology, they are likely to use it in their daily lives.

Based on the discussion above, this researcher concludes that Fish's Perception theory and aspects of the Technology Acceptance Model (TAM) will be utilized to categorize and analyze students' perceptions of using the QuillBot paraphrasing tool to avoid plagiarism. Phenomenology will aid in understanding students' subjective experiences while using QuillBot, whereas TAM aspects such as Perceived Ease of Use (PEU), Perceived Usefulness (PU), Attitude Towards Use (ATU), Behavioral Intention (BI), and Actual Use (AU) will be used to evaluate the adoption and usage of this technology. By integrating these theories, the research aims to provide comprehensive insights into how students perceive and use QuillBot as an academic tool.

## **2.2 University Students' Perception**

Student perceptions are a topic that is often the focus of research in the field of higher education. According to Mali & Lim (2021), perception is the experience and attitude of students. Agung et al. (2020) also said that perception is the experience of an object, event, or relationship acquired by resuming information and interpreting a message, students' perception can be described as the developed opinion after having a certain experience that needs adjustment. Moreover, Cinkir et al. (2022) stated that students' perceptions can be used to determine the direct influence of the quality felt by the students. This perception is formed not only based on direct experience but also through the evaluation of the quality of that experience. In other words, the way students assess the quality of their experience will directly affect their perception of a particular object, event, or relationship. Therefore, students' perceptions are not passive responses, but the result of active

evaluation of their experiences. Jumiaty & Kuswoyo (2024) explored that perception is the process by which people interpret their senses and experiences to create meaningful understanding, and students' perceptions specifically involve their views on their teachers' personalities, attitudes, emotions, experiences, expectations, and teaching competence. Based on the discussion above, student perception is an important topic in higher education research. Student perception includes their experiences, attitudes, and views on various aspects of education, such as teaching quality, lecturer personality and competence, and their learning experience. This perception is formed through the process of interpreting the information and experiences they have had, which then influences their views and adjustments to the learning environment.

Students' perceptions can also occur towards the use of technological aids in the context of education which can be linked to the Technology Acceptance Model (TAM) developed by Davis & Granić (2024). Technology is an information system theory that provides and models an explanation of how someone accepts and uses technology. The Technology acceptance model is influenced by five aspects Perceived Ease of Use (PEU), Perceived Usefulness (PU), Attitude Towards Use (ATU), Behavioral Intention (BI), and Actual Use (AU). By using these five aspects, student perceptions of technology will be known, such as student perceptions of the usefulness of technology on job performance, perceived ease of use of technology, negative or positive perspectives of students towards the implementation of certain systems, then long-term or short-term plans for students' use of technology in the future, and the level of student application of technology

use such as how often and how much volume is measured. so that the relationship between students' perceptions towards the use of technological aids can be known, such as what students' actual perceptions are towards technology.

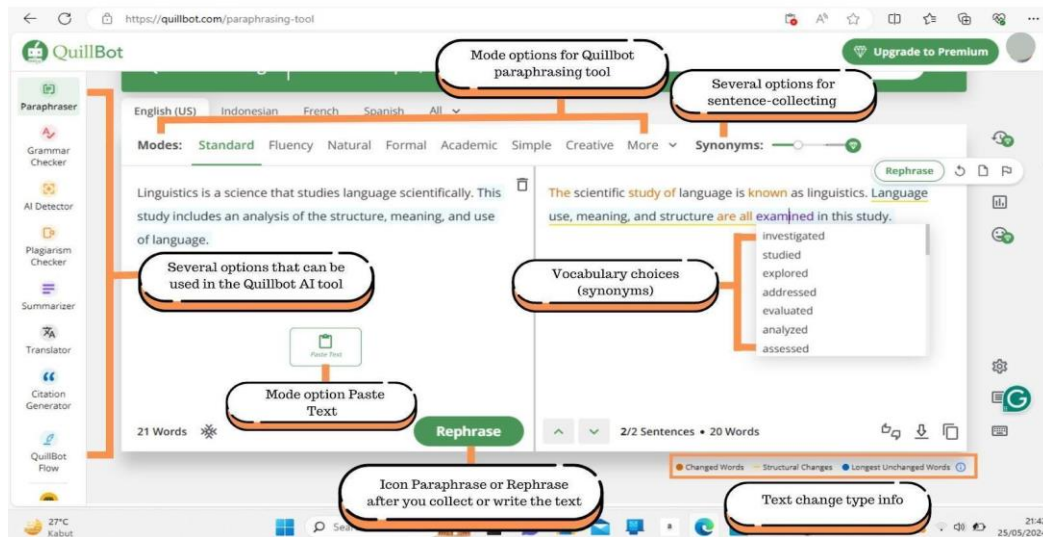
In conclusion, students' perception plays an important role in higher education research. This perception reflects students' views on various aspects of education, such as teaching quality, lecturer competence, and their learning experiences, which are formed through the interpretation of experiences and information received. In addition, student perceptions of technology in education can also be analyzed through the Technology Acceptance Model (TAM), which measures perceptions of usefulness, ease of use, and how the technology is in learning.

### **2.3 Paraphrasing Tool**

Paraphrasing Tool is one of the smart technologies in the current era called Artificial Intelligence (AI). AI technology has helped many students, especially EFL students, in paraphrasing writing. Ansorge & Sixsmith (2021) explored that the creation of paraphrasing tools, often referred to as text rewriting tools or text spinning tools, paraphrasing tools are the result of advances in language studies and the application of contemporary IT techniques, such as neural networks and language models. According to Fitria (2022), the purpose of a paraphrasing tool is to replace words, phrases, sentences, and even entire paragraphs with another version with the same content without changing the meaning of the text as a whole. AI-based paraphrasing tools come in various versions and paraphrasing tools can

be accessed easily and free or premium. It can be concluded that paraphrasing tools, powered by Artificial Intelligence (AI) are modern technologies that help rewrite text while maintaining its original meaning. This tool, which are especially beneficial for EFL students utilize advanced language models and neural networks to effectively replace words and phrases. These paraphrasing tools are available in both free and premium versions, offering a practical solution for students needing assistance with paraphrasing their writing.

There is the paraphrasing tool from QuillBot.com. It can be used for free or with a premium subscription. Fitria (2022) in his research reviewed the use of QuillBot to paraphrase students' scientific writing to avoid plagiarism. Fitria says that it offers a wide selection of features including Paraphrase, Grammar Checker, AI Detector, Plagiarism Checker, Summarizer, Translator, Citation Generator, and QuillBot Flow. The Paraphrase feature includes several modes for desired text output, such as Standard, Fluency, Natural, Formal, Academic, Simple, Creative, Expand, Shorten, and Custom. Additionally, the paraphrase feature offers options such as Synonym mode with Fewer Changes More Accurate, and More Changes Less Accurate. QuillBot also has a Paste text feature. At the bottom of the box, there is a Paraphrase or Rephrase icon to produce text results. In the resulting paraphrased text, different colors indicate different types of changes: orange for changed words, yellow underlining for structured changes, and blue for words that have not been changed the longest. When you click on an orange word, a selection of synonym options will appear that can be used as a replacement.



**Figure 2.1 QuillBot AI Paraphrasing Tool**

From the completeness of the features it has, QuillBot can be useful in the writing paraphrasing process as stated in the research. Fitria (2022) said in his finding article entitled “*Avoiding Plagiarism of Students' Scientific Writing by Using the QuillBot Paraphraser*”. QuillBot is effective in generating alternatives to avoid plagiarism, but students still need to review and refine the results to ensure better writing quality and completely avoid plagiarism. Syahnaz & Fithriani (2023) found that QuillBot can improve academic writing by improving content, grammar, and language use. It is useful for paraphrasing sentences, theories, and expert statements. QuillBot can sometimes correct grammar structure but is not always reliable. It is trustworthy, easy to understand, and offers a choice of words. It can also assist in changing sentence structure, switching voice, and finding synonyms. However, it should be used alongside critical thinking and teacher instruction.

In conclusion, QuillBot.com offers a range of features to help users effectively rephrase text. QuillBot.com stands out with its extensive features,

including various paraphrasing modes, grammar checking, AI detection, plagiarism checking, and more. This tool serves both free and premium users, with enhanced functionalities available for subscribers. These tools collectively provide robust support for users looking to improve their writing through paraphrasing and other text-related functions. QuillBot AI is the one that university students use the most, particularly in Indonesia, to assist with paraphrasing when preparing their thesis. Therefore, this research will focus on students' perceptions of using QuillBot AI in writing their thesis.

#### **2.4 Plagiarism in Thesis Writing**

When writing a thesis, you need to be careful in composing your writing, but in several research articles cases of plagiarism are still found in students' thesis writing. Previously, the word plagiarism came from the Latin "plagiarius" which means kidnapper (Permana & Santosa, 2018). Plagiarism is a serious academic violation because it constitutes intellectual theft. "Copy and Paste" plagiarism is the most common type (Fitria, 2022). There are several cases of plagiarism according to the research results of Marzulina et al. (2022) cases of plagiarism occur because some students are not aware of plagiarism in their thesis proposals, even though they are familiar with paraphrasing. Factors causing plagiarism include ignorance, lack of knowledge, difficulty writing, laziness, and easy access to internet information. Other causes of plagiarism from the research results of Kuiken & Vedder (2020) were the lack of references and sources related to students' thesis topics, problems with a logical progression of the argument, and difficulty to write in a concise, neutral, and objective way. Moreover, in their study, Muthalib &

Mustafa (2023) investigated the various forms of plagiarism found in undergraduate thesis written by EFL students, highlighting the gap between their understanding and actual implementation. The study revealed two major types of plagiarism in undergraduate thesis: verbatim copying and patchwriting. Verbatim copying refers to the act of copying text from another source directly without giving proper credit or citation to the original author. This is considered a serious form of plagiarism because it does not respect the copyright and intellectual property of the original author. Verbatim copying can occur with or without citation, but it is still considered plagiarism if there is no proper acknowledgment. If patchwriting refers to one of the types of plagiarism that is often found in EFL students' thesis, patchwriting occurs when (1) students replace words with synonyms or change active sentences into passive sentences without providing proper citations (2) when students combine other people's statements with their own without providing citations (3) when students use quotations but still do patchwriting which means they do not really understand or change the original idea significantly. Patchwriting is often mistaken for proper paraphrasing, when in fact it still falls into the category of plagiarism.

Looking at the various cases and types of problems that cause plagiarism among university students, it is important to understand the standards and regulations for plagiarism in Indonesia. Budoyo et al. (2018) stated in their research entitled *Analysis of Plagiarism Regulations in Indonesia* that the lack of national standards regarding plagiarism that are specifically mentioned in the Indonesian Call for Action against plagiarism legislation should present a challenge for the

enforcement of laws and regulations. Budoyo et al. (2018) discovered in their research that plagiarism is covered by Law Number 28 of 2014 concerning Copyright and in line with Minister of National Education Regulation No. 17/2010, which permits the imposition of administrative sanctions in addition to criminal sanctions against plagiarism offenders, particularly when those involved are students or lecturers. In addition, Kambuno et al. (2020) stated that the results of their research on *The Bias of Plagiarism Policy Implementation: The Challenges in the 21<sup>st</sup> Century Age (Case of Indonesia and Malaysia)* said that in fact, Indonesia has stricter laws and regulations against plagiarism because of the potential for jail time and heavy fines. On the other hand, law enforcement tends to "forgive" offenders because this rule is applied in a rehabilitative manner. Academic plagiarism may only result in fines as a form of punishment; however, copyright infringement may also result in jail time and fines. Because there are only light penalties for plagiarism, many people continue to do it.

In conclusion, the issue of plagiarism among university students is severe and stems from various factors, including ignorance, lack of knowledge, writing difficulties, laziness, and easy access to internet information. Despite existing regulations in Indonesia addressing plagiarism, enforcement is often rehabilitative and tends to forgive offenders, leading to light penalties that fail to deter future incidents. Different types of plagiarism, such as verbatim copying and patchwriting, are frequently found in EFL students' theses, highlighting a gap between knowledge and practice. Therefore, a better understanding of plagiarism standards and stricter enforcement of laws are essential to reduce plagiarism in academic settings.

## 2.5 Review of Relevant Studies

In establishing the theoretical foundation for this research, it is crucial to review various studies relevant to the discussed topic. This review aims to provide a comprehensive overview of the development of previous research, as well as to identify gaps or opportunities that can form the basis for further research. This section will examine several significant studies related to the main variables of the research, the methodologies used, and the key findings achieved. Thus, it is hoped that readers will understand the context and contribution of this research to the field of English language education.

The first study by Fitria (2021) was entitled “*QuillBot as an online tool: Students' alternative in paraphrasing and rewriting of English writing*”. The purpose of this research is to review QuillBot as an Artificial Intelligence (AI) tool system for students in paraphrasing and rewriting English writing in both the free and premium versions. This study used a descriptive qualitative method. In collecting data, this research uses documents, and data analysis uses three methods of qualitative analysis, namely reducing data, displaying data, and conclusions. This study used an English abstract as the source text for its data analysis. It then pasted the text into QuillBot, available in both a free and paid edition. It then produced the paraphrased result in many images, examined the resultant texts, and provided a descriptive analysis of them. Research results say that QuillBot can be used by students to rewrite any writing or as an alternative tool when they cannot paraphrase manually. However, the site is a technology product. Of course, human intelligence

remains paramount. Students need to understand deeply and recheck their writing for better or higher-quality paraphrases.

The second research from Syahnaz & Fithriani (2023) entitled “*Utilizing Artificial Intelligence-based Paraphrasing Tool in EFL Writing Class: A Focus on Indonesian University Students’ Perceptions*”. This study examines students' perceptions regarding the use of QuillBot in EFL academic writing courses. The participants involved were twenty sixth-semester English Education students, the research method utilized is qualitative. Data were collected through online questionnaires and face-to-face interviews and then analyzed using thematic analysis. The findings indicate a positive response to the use of QuillBot in academic writing. Students find it beneficial in enhancing content, minimizing grammar errors, and improving language proficiency in their manuscripts. The study highlights that integrating AI-based technology in language classrooms can help address challenges in academic writing and enhance writing outcomes. However, further research is needed to determine the significance of each aspect of students' use of QuillBot.

The third research by Wang (2024) entitled “*Exploring Students’ Generative AI-Assisted Writing Processes: Perceptions and Experiences from Native and Nonnative English Speakers*”. The purpose of this research is to explore the perceptions and experiences of native and non-native English-speaking students in using generative AI to assist their writing processes. The research method employed is a qualitative approach with a case study design, involving participants who are native and non-native English-speaking students selected through

purposive sampling. Data were collected through in-depth interviews, participant observation, and analysis of written documents produced by the participants with the aid of generative AI. Data analysis was conducted using thematic analysis and triangulation techniques to ensure the validity of the findings. The study's results indicate that there are differences in perceptions and experiences between native and nonnative English speakers, with native speakers being more confident and viewing AI as a tool that accelerates the writing process, while nonnative speakers focus more on how AI helps them overcome language challenges and improve their writing skills.

The fourth research by Duncanson (2024) entitled “*Supporting L2 Writing Using QuillBot*”. The purpose of this research is to explore the use of QuillBot, an AI-based writing platform, as a teaching and learning tool to support second language (L2) writing. The participants in this study are multilingual learners (ML) studying a second language in language classes. The research method used is a case study involving direct observation and interaction with the QuillBot platform. Data collection is conducted through questionnaires, interviews, and analysis of writing tasks produced by students before and after using QuillBot. Data analysis is performed using qualitative methods by examining questionnaire and interview responses, as well as a comparative analysis of the student's writing tasks. The results of this study are expected to provide insights into the effectiveness of QuillBot in supporting the teaching and learning process of second language writing.

The fifth research by Lee et al. (2024) entitled “*University Students’ Perceptions of Artificial Intelligence-Based Tools for English Writing Course*”. This study investigates how Korean university students see AI-based writing tools, such as generative AI tools like Grammarly, and machine learning-guided products like Google Translate and Naver Papago. The study employed a mixed-methods strategy that integrated both qualitative and quantitative data analysis. In an online survey, eighty students who had attended an English writing course willingly took part. Five respondents were chosen for focus group interviews after the survey. ANOVA was used to evaluate the quantitative data, while thematic analysis was used to study the qualitative data. The results show that English Language Learners’ (ELLs’) writing abilities can be improved using AI-based writing tools. The participants emphasized the benefits and drawbacks of each AI technology, such as generative AI’s error-checking capabilities and machine translation’s accessibility. This study investigates how college students view However, a review of interview data showed that ELLs’ ability to write in English can be hampered by the overuse of AI-based writing tools. This study emphasizes how important it is for AI-based solutions to be successfully integrated into English language instruction for adult ELLs around the globe.

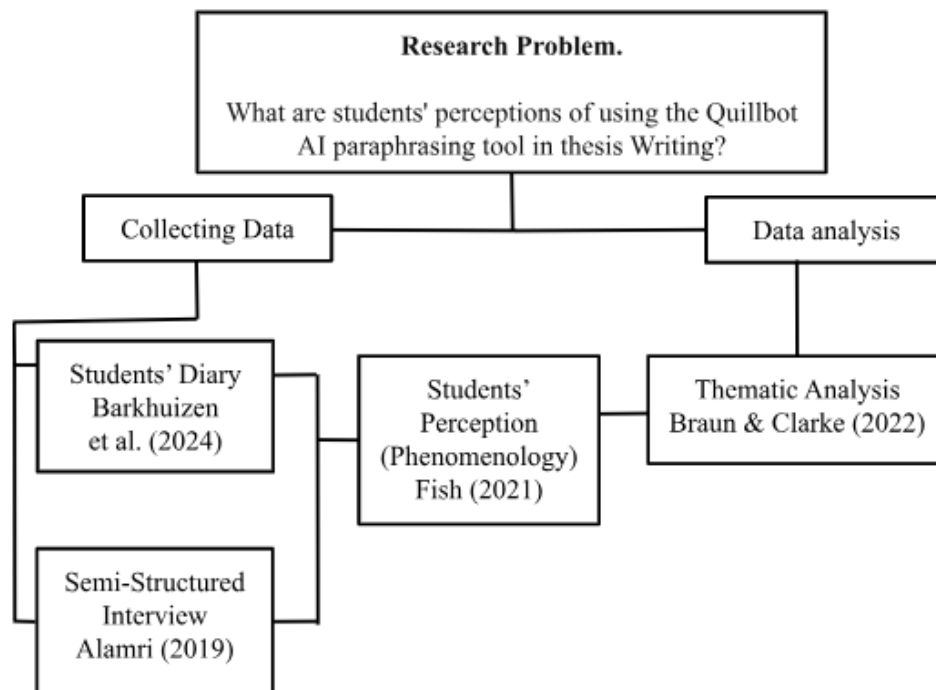
The sixth research by Andriani et al. (2024) entitled “*Investigating EFL Students’ Self-Efficacy on the Use of QuillBot Paraphrasing Tool in Academic Writing*”. This study examines the self-efficacy of EFL Indonesian university students using the QuillBot paraphrasing tool in academic writing. The participants consisted of four EFL students who were currently in the process of writing their

theses and utilizing the QuillBot paraphrasing tool. The research employs a descriptive case study approach as part of the qualitative research method. Four participants were interviewed, and data analysis was conducted using NVIVO thematic analysis. The findings indicate that behavioral factors significantly influence students' competence in academic writing, particularly in vocabulary and grammar usage. The social environment also plays a crucial role in enhancing self-efficacy; support from lecturers and classmates positively affects students' confidence and self-assurance.

There are several similarities and differences between this study and previous studies. In general, all of these studies focus on the use of AI-based tools to assist academic writing or second language (L2) writing. Another similarity is the use of university-level student participants and another similarity is in the use of analysis techniques, namely using thematic analysis. In addition to the similarities, there are also differences in data collection techniques between this study and previous studies. The data collection technique for this study uses student diaries and the participants used are also different in class level, if this study uses eighth-semester students. This study also contains innovations in terms of participants, types of data collection, and updates to the theories used in perception theory. The participants used were ten female participants, final-year students in their eighth semester. The data collection technique uses students' diaries and the theory of perception by Fish (2021).

## 2.6 Theoretical Framework

The theoretical framework of this present study was shown and elaborated below, as follows:



**Figure 2.2 Theoretical Framework of the Study**

Figure 2.2 demonstrated the theoretical framework and research concepts aimed at understanding students' perceptions of using the QuillBot AI paraphrasing tool to avoid plagiarism in thesis writing. The main research problem is: What are students' perceptions of using the QuillBot AI paraphrasing tool in thesis writing? This study was conducted at a private university in Indonesia, focusing on students' perceptions. The researcher collected the data through students' diaries from Barkhuizen et al. (2024) and semi-structured interviews with Alamri (2019).

Students' diaries recorded their ongoing experiences and views regarding the use of QuillBot, while semi-structured interviews were conducted to verify and deepen the insights obtained from the diaries. The theoretical framework illustrated this through students' diaries and semi-structured interviews. When students made students' diaries referring to Fish (2021) theory of perception in the form of Phenomenology, the researcher used five aspects of the Technology Acceptance Model (TAM) as explained by Davis & Granić (2024) to help finding the result of students' perception. Then analyzed using theoretical thematic analysis by Braun & Clarke (2021). After data collection, thematic analysis was employed to identify patterns and themes that emerge from students' perceptions of QuillBot in their thesis writing processes.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

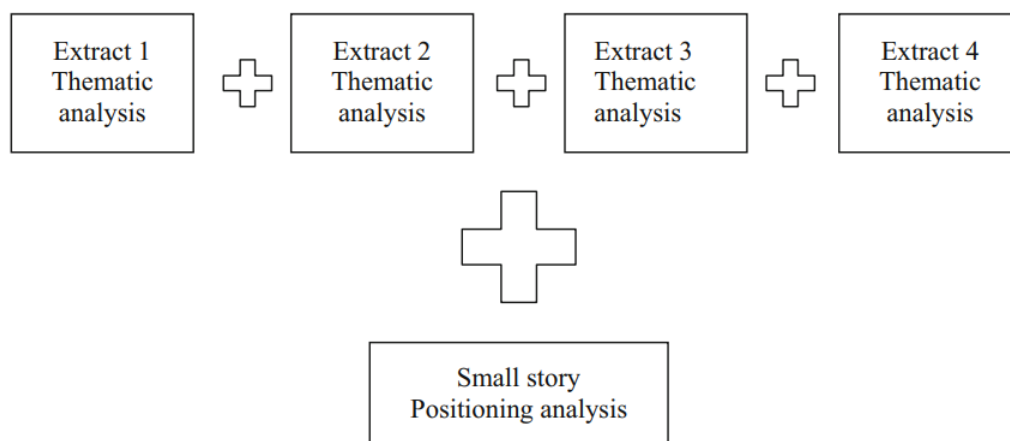
This research uses qualitative research. Creswell (2023, p. 44) identified that qualitative research is an approach used to explore and understand the meaning that individuals or groups give to a social or human problem. In addition, Creswell (2023, p. 45) explored the definition and emphasized several important aspects of qualitative research: (1) Natural Setting: Qualitative researchers collect data in locations where participants experience the problem under study, through direct interaction and observation in their natural context. (2) Researcher as the Main Instrument: The researcher himself collected data through documents, observations, and interviews with self-designed open questions, not using a standard questionnaire. (3) Multiple Methods: Researcher collect various forms of data (interviews, observations, documents) and organize them into themes that connect all data sources. (4) Complex Reasoning: Researchers use inductive and deductive logic to continuously construct and examine themes from data, often involving participants in this process. (5) Participant Meaning: Focus on understanding the meaning that participants hold about the issue, reflecting diverse perspectives and views. (6) Evolving Design: The research process is flexible and can change as data is collected and discoveries are made in the field. (7) Reflexivity: Researchers convey their background and how it influences their interpretation of the data, providing transparency about their position and motivations.

(8) Holistic Account: The researcher attempts to paint a complex and comprehensive picture of the problem by reporting multiple perspectives and the interaction of factors in the situation under study. Qualitative research encompasses various types, including narrative inquiry, which will be used in this study.

Narrative inquiry effectively combines storytelling with research methods by either using stories as research data or employing storytelling as a tool for data analysis or presentation of findings. According to Barkhuizen et al. (2024) narrative inquiry combines storytelling with research by emphasizing the life experiences of learners and teachers, while also exploring key themes such as identity, context, and affect. It is unique in its ability to provide access to long-term experiences, allowing for retrospection and imagination. The careers of language teaching and learning are lived experiences that occupy the lives of teachers and learners both inside and outside the classroom. The first theme is identity, it is the most frequently discussed theme in narrative studies of teaching and learning. The second theme is context, it is a pervasive theme in language teaching and learning research, and narrative inquiry has the distinctive feature of addressing this theme through the life experiences of learners and teachers and their interpretations of what is contextually relevant for their learning or teaching. The third theme is affecting, emerges from how autobiographical accounts bring the emotional dimensions of language teaching and learning to the forefront, aspects often suppressed by other research approaches.

In qualitative research, data analysis is conducted with a systematic approach to identify significant patterns and themes. Barkhuizen et al. (2024)

described this analysis process as generally known as thematic analysis or content analysis. This process involves rereading the data, coding, and organizing the data under thematic headings. In narrative studies, main themes are discussed in separate sections with subthemes illustrated through quotations from the narrative.



**Figure 3.1 Organization of Selected Narrative Text  
Barkhuizen et al. (2024)**

Exploring the intricacies of narrative inquiry, Barkhuizen's recent work offers valuable insights into the methodology and its application. Barkhuizen et al. (2024) demonstrated that thematic analysis of the content from four short stories, combined with the positioning analysis of co-constructed interactions in the longer narrative, collaboratively produces a systematic account of individual experiences. In a relatively extensive concluding section, Barkhuizen established conceptual links between identity, social inclusion, and language maintenance. Their research shows that discourse analysis reports of interactional narratives can be organized in various ways, usually depending on the length and number of data extracts chosen for analysis and inclusion in the report. However, what remains crucial is the focused attention given to the text itself. These reports explicitly detail which texts

were selected and why, and thoroughly explain how the texts were analyzed to achieve the researcher's objectives.

In conclusion, qualitative research, especially using a narrative approach, provides in-depth insights into individuals' lived experiences, particularly in the context of language learning and teaching. Through narrative, this study connects relevant themes of identity, context, and affect in participants' experiences. This methodology allows for complex retrospective and imaginative exploration and systematic thematic analysis to understand identity, social inclusion, and language maintenance in the learning process.

### **3.2 Setting and Participants**

This research was conducted at a private university in Indonesia. The participants used in this research were students majoring in English education or EFL learners who used QuillBot paraphrasing tools when writing their thesis in the eighth semester. This research used 10 vulnerable female students aged 21-24 years. This research did not use male participants because eighth-semester English language education students were dominated by women. Ethical consent for the research was obtained from all participants, ensuring that they were fully informed about the purpose of the study, their rights, and the confidentiality of their responses. Participation was voluntary, and participants had the right to withdraw at any time without any consequences. The study adhered to ethical guidelines to protect the well-being and privacy of all involved.

### **3.3 Data Collecting Technique**

Data collection in this research used two methods, student diaries and semi-structured interviews. The following is an explanation of each data collection technique.

#### **3.3.1 Students' Diaries**

In qualitative research, interviews are often used as a primary method for data collection. Alamri (2019) explored that diary studies are a valuable approach to gaining in-depth individual meaning and understanding because they are a longitudinal means of collecting qualitative data from individuals as they go through certain experiences. Participants are asked to write down their feelings, ideas and opinions regarding a particular topic by researchers. Barber (2020) identified that most journal prompts are generated by students themselves. Barkhuizen et al. (2024) studied that learner diaries are introspective, autobiographical documents that document language learning experiences from the learner's perspective. They may include general reflections, observations, classroom-based comments, and specific focus areas like learning strategies, emotions, and cross-cultural encounters. In their book, Barkhuizen et al. (2024) provided types of written narratives including learner diaries, language learning histories, teacher narratives, and teacher and learner narrative frames. The researcher used the historical language learning type after seeing references from Barkhuizen et al. (2024) in collecting data using a written narrative.

Murphey, et al. (2004) were interested in first-year university students' social constructions of their identities as English learners. They wanted to discover if and how they invested in their learning and also in their imagined communities. Drawing on the work of Norton (2001), they use the term *imagined communities* to refer to the communities of practice that learners "see, or imagine, themselves belonging to in the present or the future" (p. 84). In their study they aimed to explore the connections among the learners' personal identities, imagined communities, and their investment in learning English, believing that doing so would have important consequences for the learners (by gaining more control of their own learning), their co-learners (by sharing and reading each others' LLHs), and for their teachers (by teaching more appropriately after reading the LLHs and learning about their learners). Data for the project consisted of learners' first-person narratives of their learning: i.e., their language learning histories. The students came from one university in Japan (84 students) and another in Taiwan (58 students). A thematic analysis was carried out on the written LLH data. The LLHs were successful in enabling the researchers to achieve their goals, that is, to determine "degrees of identification or non-identification and investments with imagined communities" (p. 86).

**Figure 3.2 Types of Written Narrative (Language Learning Histories) by Barkhuizen et al. (2024)**

The researcher asked ten participants to write in their diaries about students' perceptions of using the QuillBot paraphrasing tool to avoid plagiarism. To write their student diaries, students were given guidance by researcher using the pieces of information that researcher was prepared. Below are several theme pieces of information that guided students in creating a students' diary. (1) First, write down your perceptions about how the QuillBot works. (2) Second, write down your perceptions about using QuillBot to improve your writing and avoid plagiarism. (3) Third, describe how you felt about using QuillBot whether it made writing more enjoyable

or difficult and why. (4) Fourth, how often did you use QuillBot and how many texts or paragraphs did you typically paraphrase in a single session. (5) Finally, tell us whether you plan to continue using QuillBot in the future and whether you would recommend it to a friend. Use these points to reflect and journal deeply about your experience with the tool.

### **3.3.2 Online Interview**

Qualitative data collection methods often focus on gaining a deep understanding of individuals' perspectives and experiences. One effective method to achieve this is through interviews. Alamri (2019) explored interviews as a qualitative data collection method, highlighting that they involve two individuals discussing specific humanitarian or social issues and can take various forms, including structured, semi-structured, and unstructured formats. Galletta (2013, p. 23) defined a semi-structured interview as an interview design in which a list of questions has been prepared. Alamri (2019) explored that the semi-structured interview format allows the researcher to add or remove any aspect of the questions that have been planned. Semi-structured interviews consist of several key questions that help determine the areas explored in the research, and the rationale for using semi-structured interviews to check the verification of students' diary writing. Balushi (2018) identified that semi-structured interviews can be conducted in various forms, such as face-to-face and online, with several advantages such as flexibility and interaction. After reviewing the references, the researcher used semi-structured online interviews via Zoom

Meeting. The researcher selected five students from the ten who kept diaries for semi-structured interviews. This was done to verify the perceptions expressed by the students in their diaries. The interview sessions conducted after the researcher collected and reviewed all the students' diary entries. Each interview lasted thirty minutes. The interviews consisted of ten questions.

### **3.4 Data Analysis Technique**

Before analyzing this research, it is important to understand the approach used in data analysis. This research used thematic analysis from Braun & Clarke (2021) to analyze the data. It was said that thematic analysis was a method for identifying, analyzing, and reporting patterns (themes) in data. Thematic analysis can be an essentialist or realist approach that documents participants' experiences, meanings, and realities, or it can be a constructionist approach that looks at how various discourses at play in society affect events, realities, meanings, experiences, and so forth and thematic analysis has a series of analysis processes as proposed by Braun & Clarke (2021). Thematic analysis involves a series of phases, familiarizing yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and creating a report. Each step of the thematic analysis is discussed below.

a. Familiarizing yourself with your data:

At this stage, researchers will analyze data, whether collected through interactive or internal means, which requires a deep dive into the content.

This involves repeated reading and actively searching for meaning and patterns. Reading the entire data set before coding is recommended, as ideas and pattern identification will form as the researcher reads.

b. Generating initial codes

In this phase, the researcher begins after identifying the data, creating initial ideas about the content and interesting aspects, and then creating initial codes from the data.

c. Searching for themes

In this phase, the researcher will code and organize the data, identify codes, and categorize them into relevant themes. This phase focuses more on themes than codes, examining how codes can be connected to build broader themes. These themes can be organized using visual representations such as tables, mind maps, or textual code names and descriptions.

d. Reviewing themes

In the next phase, the researcher will review and refine the themes at two levels. The first level involves evaluating the coded data extracts to determine whether they follow a consistent pattern. If a potential theme does not fit, the researcher can change the topic, create a new theme, or eliminate the theme from the study. The second level assesses the validity of each topic and the accuracy of the proposed thematic map in restructuring the data set. This phase requires rereading the full data set to determine whether the themes work well and to code more data on themes that were overlooked in the previous coding phase.

e. Defining and naming themes

In the next stage, the researcher will define and refine themes for analysis, identifying their essence and capturing specific aspects of the data. This involves organizing the data extracts collected into a coherent narrative, avoiding excessive density or intensity. It is important to identify the content of the data extracts and their relevance, rather than simply paraphrasing them.

f. Producing the report

The final phase involves analyzing and writing a report based on fully developed themes. The goal is to tell the story of the data in a way that convinces the reader of its value and validity. The report should be concise, cohesive, logical, non-repetitive, and engaging, with ample evidence of the themes and vivid examples. The analytical narrative should go beyond describing the data to building an argument about the research topic.

### **3.5 Trustworthiness**

In qualitative research, findings are often based on the interpretations and perspectives of the individuals participating in the study. Because of their subjective nature, it is crucial to ensure that these findings are trustworthy. Creswell (2023) defined that qualitative findings are subjective, and establishing their trustworthiness is essential to establish their legitimacy and dependability. In qualitative research, the notion of trustworthiness is composed of several crucial components, including credibility, transferability, dependability, and

confirmability. However, this research only used three of them, credibility, transferability, and confirmability.

### **3.5.1 Credibility**

In qualitative research, ensuring the trustworthiness of the findings is crucial for the validity and reliability of the study. This involves several key components, including credibility, which focuses on accurately capturing participants' experiences. In his paper, Creswell (2023) discussed the methods researchers use to enhance credibility, highlighting how the results accurately reflect participants' experiences. Researcher used extended engagement, reflexivity, and triangulation to increase her credibility. Long-term involvement required researcher to stay long enough in the field to fully comprehend the viewpoints of participants. Reflexive required researcher is better able to recognize and manage her their own biases. Triangulation increases the accuracy of interpretations by using several data sources or techniques to confirm findings from various perspectives. Therefore, in this research, it is known that credibility is the truth of the research, where the researcher's interpretation must follow the data obtained from the participants. Therefore, at this stage, the researcher used students' diaries and interviews to ensure whether the interpretation of the data is correct or not without deviating from the original meaning.

### **3.5.2 Transferability**

In qualitative research, in addition to credibility, it is also important to consider how the research results can be applied in different contexts. This is known as transferability. In his paper, Creswell (2023) explored the term "transferability" which describes how well the results may be used in different situations. By giving readers contextual explanations, researchers enable readers to determine if the results are transferable to other contexts. Readers are better able to comprehend the study context and make well-informed decisions on the findings' generalizability to other contexts when rich and thorough descriptions are provided. Therefore, the researcher conducted this research with the hope that the results can be used for further research on related topics. In addition, the paraphrasing tool can be explored more deeply in the world of education, especially in the field of language.

### **3.5.3 Confirmability**

To achieve research results that can be accounted for, researcher need to consider various elements of validity, one of which is confirmability. Creswell (2023) defined confirmability is the degree to which the study findings are objective and unaffected by the prejudices or preferences of the researchers. To increase confirmability, researchers employ a variety of strategies, such as reflexive journaling, member checking, and peer debriefing. To confirm interpretations and lessen researcher bias, peer debriefing is getting feedback from peers or experts.

Participant member checking entailed carefully reviewing and confirming the correctness of the results. Researcher can reduce subjectivity and promote transparency by recording the students' ideas, biases, and reflections through reflexive journaling. To ensure that this research was not discovered by the researcher's opinion, but rather that this research was discovered from the results of data collection and data processing from participants related to this research, this research also involved lecturers as thesis supervisors to show whether this research was feasible and to ensure whether this research had a purpose, and to ensure certainty.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **4.1 Research Finding**

This chapter presents the results of research on students' perceptions of the use of QuillBot AI as a paraphrasing tool to avoid plagiarism in writing a thesis. The perception theory used was the phenomenology of perception from Fish (2021) and was associated with Technology Acceptance Model theory which utilized five aspects: PEU, PU, ATU, AU and BI from Davis & Granić (2024). The data presented in this chapter were obtained from ten students' diaries data and in-depth interviews with five participants in this study. All participants in this study were final-year students of the English Language Education study program at a private university in Indonesia. This report presented the findings from interview data and students' diaries, which will be explained further.

Table 4.1 showed the final results of data analysis obtained from two data, namely student diaries and interviews. Data from both techniques were combined and analyzed to gain a deeper understanding of students' perceptions in this study. The data were analyzed using the Thematic Analysis method from Braun & Clarke (2021). Furthermore, the data were described using the Narrative Inquiry theory approach from Barkhuizen et al. (2024). The results of the data analysis carried out through the coding process identified five main themes and eleven sub-themes related to students' perceptions of using QuillBot as a paraphrasing tool to avoid plagiarism in thesis writing.

**Table 4.1 Sample Deductive Coding on Theory Davis & Granić (2024)  
Students' Diary & Interview**

Aspect	Theme	Sub-theme	Code	Script	
				Student diary	Interview
Perceived Ease of Use (PEU)	Feasibility Use of QuillBot Paraphrasing	- Easy to use	FUQP EU	- <i>I think QuillBot is easy to use (S-10)</i>	- <i>QuillBot is helpful and easy to use (S-3)</i>
Perceived usefulness (PU)	Usability Perspective of QuillBot Paraphrasing	Positive Perspective: - Avoid Plagiarism - Improve English Writing Skills - Improve English Vocabulary Matery  Negative Perspective: - Untrusted System Error	UPQP AP  UPQP IEWS  UPQP IEVM  UPQP USE	- <i>QuillBot helps avoid plagiarism (S-10)</i> - <i>QuillBot's suggestion feature helps improve sentence structure and enhances writing skills (S-4)</i> - <i>Increase my knowledge of some words that I never knew before. (S-1)</i>  - <i>In my opinion, plagiarism can happen because all QuillBot systems are twins, so one device and another can have the same answer... (S-2)</i>	- <i>helpful to avoid plagiarism (S-3)</i> - <i>QuillBot helps me improve my grammar (S-5)</i> - <i>There are new vocabulary improvements from QuillBot but I use it for everyday life. (S-2)</i>  - <i>If it is said that it can avoid plagiarism, I am not sure (S-5)</i>
Attitude Toward Use (ATU)	Evaluative Attitude of QuillBot Paraphrasing	- Positive Acceptance	EAQP PA	- <i>enjoyable, self- confidence, reduces stress (S-3)</i>	- <i>QuillBot is quite interesting and helpful, I am more confident, I will recommend the QuillBot... (S-1)</i>
Actual Use (AU)	Functionality Level of QuillBot Paraphrasing	- Frequently Use - Infrequently Use - Spoken Language Paraphrase	FLQP FU  FLQP IU  FLOP SLP	- <i>Maybe I use it quite often (S-4)</i>	- <i>I quite often use QuillBot (S-1)</i> - <i>I rarely use Quillbot for every writing (S-5)</i> - <i>I also paraphrase my writing so that my writing is neat and the language is better used for academic writing. (S-1)</i>
Behavioral Intention (BI)	Continuance and Discontinuance of Use QuillBot Paraphrasing	- QuillBot Paraphrasing Reuse by Students - QuillBot Paraphrasing Occasionally to Use	CDUQP QPRS  CDUQP QPCU		- <i>I will continue to use QuillBot in the future. (S-3)</i> - <i>I will continue using Quillbot in the future (S4)</i>  - <i>I will continue using QuillBot (S2)</i> - <i>Maybe use it just don't use it all the time. (S-5)</i>

The findings included students' perceptions of using QuillBot as a paraphrasing tool, the benefits of using QuillBot in the writing process, students' attitudes after using QuillBot, the frequency of using QuillBot paraphrase, and students' intentions to recommend QuillBot to their friends. A detailed explanation of the findings was presented in the following section.

#### **4.1.1 Feasibility Use of QuillBot Paraphrasing**

On the theme of Feasibility of Using QuillBot Paraphrasing, the analysis results only found one subtheme, namely easy to use, from seven students' data results, the following was an explanation.

##### **Easy to use**

QuillBot Paraphrase was a writing aid that offers various features, such as paraphrasing, grammar checker, AI detector, plagiarism checker, summarizer, translator, citation generator, and QuillBot Flow. To access all these features, users can choose QuillBot Premium. Fitria (2021) and Syahnaz & Fithriani (2023), they also mentioned it in their research. However, this research only focused on QuillBot Paraphrasing.

QuillBot Paraphraser has a neat and attractive appearance and layout of its for various features that students' can use to paraphrase their writing. One of its main features is modes with various options, such as Standard, Fluency, Formal, Academic, and others. In addition, there is a synonyms feature, which allows users to replace words with synonyms with just one click. Users can also adjust the length of the writing results, either longer or shorter, according to their needs. Other features include copy-paste for ease

of use, as well as a display of paraphrasing results marked with color to indicate parts of the text that have been changed.

Based on the completeness and attractiveness of QuillBot paraphrasing, the results of this study showed students' perceptions that students find QuillBot easy to use because of its simple appearance, making it easier for students to use the paraphrasing feature. This was in line with the findings of Rahmani (2023) who stated that QuillBot was a very accessible and intuitive tool. Data from student diaries and interviews also support this finding, where seven students said that QuillBot paraphrasing was easy to use. For example, as stated in the results of student diaries:

*I think QuillBot is **easy to use** because QuillBot has a simple interface and makes my writing easier. (#student's diary-S10)*

In addition, the interview results also revealed that.

*In my opinion, using Quillbot is very helpful and **easy to use**, and in writing a thesis it is necessary to use formal language, therefore Quillbot is suitable for use in writing a thesis, especially for me who uses it for paraphrasing. (#interview-S3)*

The result of students' diaries and interviews showed that QuillBot was very easy to use and very helpful in the paraphrasing process for academic papers. QuillBot Paraphrase has a simple interface that was easy for students to understand because the features provided are very clear and intuitive. For example, with just one tap, users can adjust the paraphrasing results according to their needs, such as producing text with fewer or more words. In addition, users can also easily choose the desired vocabulary variations. This finding supports previous results stating that QuillBot Paraphrase was easy to use. Amanda et al. (2023) also stated that QuillBot

was easy to understand and easy to use. In addition, QuillBot also supports the writing of theses that require formal language so it was very suitable for students. The available language selection feature was also a useful added value for users. See Figure 2.1 in Chapter II.

#### **4.1.2 Usability Perspective of QuillBot Paraphrasing**

Students' experiences in using QuillBot paraphrasing generated both positive and negative perceptions of the tool. The positive perceptions were categorized into three sub-themes: (1) Avoiding Plagiarism, supported by data from seven students; (2) Improving English Writing Skills, based on data from three students; and (3) Enhancing English Vocabulary Mastery, also supported by data from three students. On the other hand, there was one negative perception was identified as (4) Unreliable System Errors, with data from three students highlighting this issue. These findings are elaborated upon in the sections below.

##### **1. Positive Perspective: Avoid Plagiarism**

On the positive side, QuillBot was considered effective in helping to avoid plagiarism because it has advanced features that can change sentence structure and provide a variety of word choices. With one tap, students can choose the desired word while maintaining the consistency of the meaning of the writing, so they feel safe when using it. This perception shows that QuillBot makes it easier for students to paraphrase with quality results. Syahnaz & Fithriani (2023) stated that the results of their study showed that QuillBot can help students avoid

plagiarism. Seven students said that paraphrasing using Quillbot can avoid plagiarism, for example, the results of the student's diary below:

*I think one of **QuillBot's abilities is to help avoid plagiarism** because with the advanced paraphrasing feature, QuillBot can change the structure of sentences and words without changing the original meaning, thus making me as a writer feel safe using it. (#student's diary-S10)*

In addition to the findings from the diaries, interviews with students showed that.

*It is quite **helpful to avoid plagiarism** because QuillBot has paraphrasing so it can form varied sentences. As for checking plagiarism itself, whether it is free from plagiarism or not, I have never done that, but I always check or change one or two words from the paraphrasing results of QuillBot itself. (#interview-S3)*

The student diary and interview results showed that some students felt that QuillBot Paraphrase could help avoid plagiarism. One student stated that, although he had never checked for plagiarism when writing his thesis, he routinely checked and re-edited the paraphrased results from QuillBot so that the meaning was still clearly conveyed. In this way, he felt confident that his writing would not be detected as plagiarism

## **2. Positive perspective: Improve English Writing Skill**

The next positive experience after using the QuillBot paraphrasing tool was that it positive impact on writing process, especially in improving sentence structure and grammar usage. The suggestion feature available in QuillBot allows users to get more appropriate alternative words or sentences, making it easier to understand the rules of good sentence structure. Users said that through this feature, they not

only helped in rewriting more efficiently but also gained valuable learning experiences, where the suggestions given by the tool were stored in students' memory and helped improve writing skills in the future. Nguyen (2023) found that QuillBot supports paraphrasing while offering suggestions to improve sentence structure and enhance students' grammar. The data showed that three students believe that QuillBot paraphrasing can improve their writing skills in terms of grammar, as the results of the students' diaries said.

*Because in writing, the use of sentences or words, as well as the grammar used in a piece of writing is very important, the experience of using Quillbot paraphrase which has a suggestion feature so that it can be remembered in memory so that it is very helpful in **improving the sentence structure when writing again.** (#students diary-S4)*

The interview results also showed.

*QuillBot helps me improve my grammar, with QuillBot I know how far my writing is correct in terms of grammar. (#interview-S5)*

Thus, from the data results through student diaries and interviews, QuillBot paraphrase users are not only a tool to avoid plagiarism, but also an effective learning medium for grammar and sentence structure, this is in line with the principles of educational technology which aims to support the continuous learning process. Fitria (2022) found that using paraphrasing tools like QuillBot improves students' writing skills, particularly in word choice and sentence structure. In addition, the study highlights that the features of tools like this help writers reduce grammatical errors and speed up the paraphrasing process, which is often a challenge for many students.

### 3. Positive perspective: Improve English Vocabulary Mastery

Improved vocabulary mastery was one of the benefits felt by students through the use of the QuillBot paraphrasing tool, which offers a variety of synonym choices. Rahmani (2023) in his research stated that the use of QuillBot can improve the quality and clarity of paraphrased content. In addition, QuillBot also helps strengthen grammar skills, expand vocabulary, and make it easier for students to choose the right words for their writing. A similar thing was expressed by Nguyen (2023), who explained that students felt an increase in their vocabulary knowledge thanks to the synonym suggestions offered by QuillBot. There were three students who said that QuillBot paraphrase could improve students' vocabulary knowledge, for example, as expressed in the students' diary.

*And the suggestions made me increase my knowledge of some words that I never knew before. (#students diary-S1)*

The perceptions obtained from the diaries were also confirmed in interviews with students.

*There are new vocabulary improvements from Quillbot but I use it for everyday life. (#interview-S2)*

From the results of student diary data and interviews, the same results were obtained, which stated that using QuillBot paraphrases can increase knowledge of new vocabulary in the synonyms offered on the QuillBot paraphrase feature. Students can use new vocabulary knowledge in their writing or their daily lives. Thus, it can be concluded

that using QuillBot Paraphrase has a significant positive effect on students.

#### 4. Negative Perspective: Untrusted System Error

In addition to the positive perceptions of using QuillBot as a paraphrasing tool, there were also three students who gave negative perceptions, that there were doubts among students about whether the paraphrasing results could avoid plagiarism. As the results of the students' diary data below state.

*In my opinion, plagiarism can happen because all QuillBot systems are twins, so one device and another can have the same answer. If we don't change the manual, then using Quillbot can also be very damaging to the writing. (#students diary-S2)*

In addition, the interview results also revealed that.

*If it is said that it can avoid plagiarism, I am not sure, because I have never checked for plagiarism. And I also often recheck the results of paraphrases and change the results of QuillBot itself a little, but I hope it can avoid plagiarism. (#interview-S5)*

From the results of student diaries and interviews, they doubt whether the paraphrasing results from QuillBot can avoid plagiarism. This negative perception arose because QuillBot is an artificial intelligence (AI) or a robot created by humans that can make mistakes. In addition, because QuillBot was used by many people, it was feared that the paraphrasing results produced could be the same as the paraphrasing results of other users. To anticipate this, students usually recheck the paraphrasing results from QuillBot and often add, change, or reduce words so that the meaning of the writing remains clear and safe from the risk of plagiarism. Degas et al. (2022) argued that bias and

inaccuracies in AI systems can arise from a lack of transparency in training datasets. Zhai et al. (2024) also stated in their research that although AI systems have undeniable advantages in simplifying the research process and increasing academic efficiency, their analysis also revealed concerns about the potential erosion of critical cognitive skills due to ethical challenges such as misinformation, algorithmic bias, plagiarism, privacy violations, and transparency issues. The research results from Sulistyaningrum (2021) revealed that automatic paraphrasing tools often produce text that does not make sense, such as substituting terms with meaningless words, especially in contexts requiring specific terminology. This requires users to recheck the results to match the context and to avoid plagiarism.

It can be concluded from the findings that have positive and negative characteristics, the positive ones have three sub-themes that say that QuillBot paraphrase can avoid plagiarism, QuillBot paraphrase can improve students' writing results in terms of grammar and QuillBot paraphrase can improve students' vocabulary knowledge. However, not only that, but QuillBot paraphrase also from the data found that there were students who doubted the use of QuillBot to avoid plagiarism because students said that QuillBot paraphrase was a tool in the form of technology that can be used by many people so that students are worried that the results will be the same as the paraphrase results of other users. To avoid plagiarism, students always recheck and re-edit such as adding

or reducing words to the paraphrase results, this is also done so that the meaning of the writing is still conveyed.

#### **4.1.3 Evaluative Attitude of QuillBot Paraphrase**

After understanding the students' perceptions regarding the perception of ease of use and perception of usefulness, the participants' attitudes toward using QuillBot for paraphrasing were categorized under the theme attitude towards use. Within this theme, one sub-theme emerged: An evaluative Attitude Toward QuillBot Paraphrasing, which reflected a positive acceptance of the tool. This subtheme was identified from two data sources: student diaries and interviews. From the data analysis, eight positive student acceptances of QuillBot paraphrase were found. Detailed explanations are given below.

##### **Positive Acceptance**

Students showed a good attitude of acceptance towards the use of QuillBot as a paraphrasing tool. They felt comfortable and happy to use it because QuillBot helped them in paraphrasing their writing. Not only that, QuillBot can also improve the quality of students' writing such as the grammar of their writing, and also increased students' vocabulary. Attitudes that appear in the data such as feelings (interesting, helpful, enjoyable, self-confidence, reduce stress). Fitria (2021), Syahnaz & Fithriani (2023), and Zhai et al. (2024) also showed a positive attitude of acceptance of the results of their research, such as helpfulness and self-confidence. The results of the analysis showed that eight students had a positive attitude towards accepting

the Quillbot paraphrasing tool, as shown in the results of students' diary data.

*QuillBot can make writing more **enjoyable** by overcoming writer's block. It can also increase **self-confidence** by detecting grammatical faults and expressions that I could have overlooked, which is encouraging. Moreover, it helps me **reduce stress** while writing. It facilitates the rephrasing or paraphrasing of sentences, which can occasionally be challenging. (#students diary-S2)*

In addition, the interview results also revealed that.

*QuillBot is quite **interesting and helpful** because of the many features and suggestions in its writing, and **I am more confident** if my writing is paraphrased. **I will recommend the QuillBot** to many people, who want to start writing a thesis. (#interview-S1)*

Thus, the results of the students' diary and interview could be concluded that the students' experience of QuillBot paraphrasing has a positive attitude. It could be seen that students believe the QuillBot paraphrase is quite interesting for students to use so they feel happy using it and can reduce stress. Nguyen (2023), in his research said his respondents tended to agree that QuillBot paraphrasing helps reduce student anxiety. As a result it can be concluded that students' attitudes are positive in accepting QuillBot paraphrases.

#### **4.1.4 Functionality Level of QuillBot Paraphrasing**

Based on the analysis of student data regarding perceptions of QuillBot's paraphrasing capabilities, its benefits, and students' attitudes revealed a pattern related to students' functionality levels, which is interconnected to previously found themes. This theme was related to how often students use QuillBot paraphrases to help paraphrase their writing. This theme has three subthemes: frequently used from seven student data,

rarely used from two student data, and use of spoken language from one student data. The explanations were below.

### 1. Frequently Use

The frequency of using QuillBot for paraphrasing is related to the results of the previous theme analysis. This frequency includes how often students use QuillBot and the number of writings they usually paraphrase, the findings found seven students who showed the frequency of their use of QuillBot paraphrase. This information can be seen from the results of the data analysis obtained through students' diary as presented below.

*Maybe I use it **quite often**, especially when there is a writing assignment or when writing a thesis like now, using Quillbot might be used all the time. (#students diary-S4)*

In addition, the interview results also revealed that.

*I **quite often** use QuillBot, either for one or two sentences or up to a paragraph when quoting experts. Paraphrasing helps make my writing neater, more suitable for academic purposes, and boosts my confidence. (#interview-S1)*

Based on the results of data analysis from student diaries and interviews, it was known that students often use the QuillBot tool to paraphrase. The amount of paraphrased text varies, from one to two sentences to one or two paragraphs. Nguyen's (2023) research reveals that 25% of students frequently use QuillBot for paraphrasing. This finding implies that a significant portion of students consistently rely on QuillBot as a tool for paraphrasing in their writing. Therefore, it can be inferred that QuillBot is used quite regularly by students.

## 2. Infrequently Use

The analysis of the data obtained found that it often appeared that both data sources were taken differently. However, the rarely used category only appeared in the interview results and was not found in the data from the student diaries. The rarely cited category shows that some students use the QuillBot paraphrasing tool only in certain situations, for example, when they need to paraphrase texts with many words or in conditions that require quick completion. This is reflected in the statements of two students recorded in the interview data, as in the following example:

*I rarely use Quillbot for every writing, because I sometimes paraphrase myself, but if there is something that needs to be paraphrased but is a bit difficult for me to paraphrase, then I will use Quillbot to paraphrase One to three paragraphs or a maximum of one paragraph (#interview-S5)*

Based on the interview results, it could be concluded that students were still able to paraphrase independently when the amount of text that needs to be paraphrased is relatively small. In this condition, the paraphrasing process is still considered easy to do without the help of tools. However, when the amount of text that needs to be paraphrased is greater, students tend to use the QuillBot Paraphrasing Tool. This was due to concerns that the meaning of the original text will not be fully conveyed if done manually, as well as to avoid the manual paraphrasing process, which takes longer. By using QuillBot, students can speed up the paraphrasing process while ensuring that the meaning of the text is maintained. Febriani et al. (2023) said in their final results that

sometimes students have difficult assignments to complete, so they can use QuillBot paraphrases to increase their confidence. Nguyen (2023) also showed the results of his research that the highest percentage was in the data, showing that his participants sometimes used QuillBot to paraphrase the data obtained from the results 50%. It could be concluded that participants used QuillBot paraphrasing when they found the difficulties after trying to do it themselves.

### 3. Spoken Language Paraphrase

QuillBot Paraphrasing is not only used to paraphrase writing from other sources but also to paraphrase students' writing in spoken language. The following was data obtained from just one student interview session.

*I also paraphrase my writing so that my writing is neat and the language is better used for academic writing. (#interview-S1)*

This sub-theme was only found in the interview session. From the interview results, it can be concluded that there are students who trust QuillBot Paraphrase to paraphrase their writing. The students stated that he felt the language used was better when his ideas were paraphrased using QuillBot Paraphrase. Fitria (2021) also said that the main purpose of this tool is to rewrite text material by changing the sentence structure and replacing words with synonyms while maintaining the meaning of the original content. This tool can be an alternative for students to paraphrase when students do not have the right idea to paraphrase the English text in their writing. Hence, it could be concluded that QuillBot

paraphrase can also be useful for students to paraphrase the results of their ideas, not only paraphrasing to quote other people's writing, that the ideas that students want to convey can also be paraphrased using QuillBot because the written language will be more different when using Quillbot paraphrase academic word students are more confident.

#### **4.1.5 Continuance and Discontinuance of Use QuillBot Paraphrasing**

Based on the theme, two subthemes were identified through data obtained from the interviews. The subthemes are reused and occasionally, which can also be related to the previous themes that provide positive perceptions of the use of QuillBot as a paraphrasing tool. There are three students who reuse it and two students who use it occasionally. A more detailed explanation of the two subthemes were presented below.

##### **1. QuillBot Paraphrasing Reuse by Students**

This theme emerged because students had previously expressed positive perceptions of QuillBot Paraphrase. This showed that students considered QuillBot Paraphrase useful. Based on the data obtained, three students stated that they would use QuillBot Paraphrase again in the future, especially when rewriting. An example of the explanation was below.

***I will continue to use QuillBot in the future. (#interview-S3)***

***If I don't find something easier, I will continue using Quillbot in the future, because QuillBot helped me with writing from chapter 1 to chapter 3. (#interview-S4)***

It could be concluded that students clearly stated that they would use

QuillBot Paraphrase again in the future. Rahmani (2023), in his research results also said that students were very committed to using Quillbot for future writing projects, and showed a positive attitude towards technology in education. They were eager to explore Quillbot's features and recommend it to others, realizing its potential to improve their writing skills and academic performance. Nguyen (2023) also showed his research results that his participants intended to use QuillBot. It is clear from the final results that most students plan to continue using QuillBot paraphrases as an assistant in their writing. Thus, the conclusion was that QuillBot Paraphrase proved beneficial in assisting students with their writing. This enabled students to use the tool again to compose their future work.

## **2. QuillBot Paraphrasing Occasionally to Use**

Another perception also emerged in the attitude of students related to sustainability or not in using QuillBot paraphrases. The two students did not explicitly state a desire to reuse QuillBot paraphrases. However, they maintained a neutral stance, indicating potential future use as circumstances necessitate.

An example of the explanation was below.

*I will continue using QuillBot since it helps me a lot especially when I'm in the rush hour for writing. (#interview-S2)*

*Maybe use it just don't use it all the time. (#interview-S5)*

The interview results showed that the use of QuillBot for paraphrasing tends to continue, even though it is not used all the time.

Fitria (2022) in her research showed that students do not always rely on QuillBot, but use it according to their needs and certain situations. The conclusion from this theme is that students' sustainability attitudes towards using QuillBot vary. Some students will continue to use it, while others may use it, but not very regularly.

Based on the results of data analysis in this study, the main objective of this study is to explore students' perceptions of the use of QuillBot AI Paraphrase as a tool to avoid plagiarism in writing a thesis. The results showed that students' perceptions were divided into two, namely positive perceptions and negative perceptions. The positive perception from most participants stated that QuillBot Paraphrase is effective in avoiding plagiarism because this tool can change sentence structure and vocabulary. Other findings in this study indicate that the use of QuillBot Paraphrase provides benefits in improving students' writing skills, such as improving grammar and vocabulary. On the other hand, negative perceptions emerged from several participants who argued that QuillBot as a human-made tool is prone to damage or errors. They are also concerned that although QuillBot can be used by anyone, the paraphrasing results produced may be the same as other people's paraphrases, thus risking plagiarism.

Along with the development of the use of technology in academic writing, the use of QuillBot paraphrasing has attracted the attention of students, as seen from the emergence of two types of perceptions, specifically positive and negative. This

not only reflects their attitudes towards the tool but also reveals findings regarding the frequency of use and students' intentions to continue using the tool in the future.

## **4.2 Discussion**

This section discussed the research findings related to the main objective, which was to explore students' perceptions of using QuillBot as a tool to avoid plagiarism in writing a thesis. The findings of this study were analyzed based on student diaries and interviews and then linked to previous literature. The main results showed that most students felt that QuillBot helped in the paraphrasing process and was effective in avoiding plagiarism. This tool was considered capable of changing grammar and vocabulary significantly, resulting in more original writing. In addition, students can also change the grammar and vocabulary suggested by QuillBot according to their needs. Research by Syahnaz & Fithriani (2023) supported this finding, which states that QuillBot helps avoid plagiarism by changing the structure of grammar and vocabulary. In addition, other findings showed that using QuillBot can improve the quality of students' writing, especially in terms of grammar and vocabulary. Asmara & Kastuhandani (2024), and Nguyen (2023) also found that QuillBot not only supports the paraphrasing process but also provides suggestions that helps users to improve their sentence structure, thereby improving their writing grammar skills. Another advantage of QuillBot was its simple and easy-to-understand interface, so students can easily use it. This was supported by Amanda et al. (2023) who stated that QuillBot was easy to use and suitable for academic needs, especially in writing theses that require formal language. In addition, the language selection feature provided was a useful added

value for users. Students who felt the ease of use of QuillBot showed a positive attitude towards this tool, stating that QuillBot made them more confident and reduced stress during the writing process. Nguyen (2023) also noted that QuillBot can help reduce anxiety in writing, making it a supportive tool both emotionally and technically. The various positive perceptions that emerged above, gave rise to the intention of students who would continue to use QuillBot paraphrase in the future when students returned to writing. This finding was also supported by Nguyen (2023) & Rahmani (2023) that the results of their study showed that their students would use it again in their next writing project. Hence, it is related that QuillBot paraphrasing has many benefits for thesis writing for final semester students. From the explanation of the positive perceptions that have been described previously, this study also revealed negative perceptions.

Thus, this study not only highlights positive aspects but also includes negative views that arise. Negative perceptions were also seen in students' views regarding their doubts about the paraphrase results produced by QuillBot. As a system-based tool designed by humans, students were concerned that their paraphrase results may be similar to the paraphrase results of other QuillBot users, considering that this tool can be accessed by many people. This result was in line with Zuliana et al. (2024) that QuillBot improves academic integrity, efficiency, and writing quality, but also has negative impacts such as laziness, dependency, lack of writing skills development, risk of misinterpretation, limited features in the free version, and financial constraints for premium features. Degas et al. (2022) argued that bias and inaccuracy in AI systems can arise from a lack of transparency

in training datasets. Zhai et al. (2024) also stated that although AI systems have undeniable advantages in simplifying the research process and increasing academic efficiency, their analysis also raised concerns about the potential erosion of critical cognitive skills due to ethical challenges such as misinformation, algorithmic bias, plagiarism, privacy violations, and transparency issues. In addition, Sulistyaningrum (2021) research findings showed that although these tools help in the use of appropriate vocabulary and sentence structure, they do not completely overcome the challenges of understanding and rephrasing text effectively. The emergence of negative perceptions can affect students' intentions to use QuillBot as a paraphrasing tool in the future. Based on the data obtained, students are likely to continue using QuillBot, but not consistently or continuously.

Thus, students' perceptions of the use of the QuillBot paraphrasing tool were found in positive and negative forms. There are several findings in the form of positive perceptions, namely QuillBot paraphrase can improve students' writing skills in the form of grammar, improve students' vocabulary knowledge and help avoid plagiarism because QuillBot paraphrase can change order of words and grammar automatically or can be re-edited with words or grammar recommended by the available features. Negative perceptions were found such as some students doubt the paraphrasing results using QuillBot may have same result as other users. Prevent instances of plagiarism, students can re-check their paraphrasing results and adjusted their writing. The emergence of the perceptions that have been explained above will affect students in their attitudes towards use, frequency of use, and the sustainability of students' use of QuillBot paraphrase in the future.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

Based on the results of the research that was conducted, it could be concluded that the use of QuillBot as a paraphrasing tool provided various benefits, especially for final-semester students who were writing their theses. Most students felt that QuillBot was very helpful in the paraphrasing process and was effective in avoiding plagiarism. In addition, QuillBot paraphrasing also improved students' writing skills, both in terms of grammar and vocabulary. However, this study also revealed a negative perception, namely students' concerns that their paraphrasing results might be similar to those of other users, considering that QuillBot could be accessed by many people. These positive and negative perceptions indicated that although QuillBot provided benefits in increasing writing efficiency, concerns regarding the originality of the paraphrasing results remained. Therefore, students needed to continue to pay attention to the context of their writing when using this tool. This study provided useful insights for the development of the use of technology in the academic process, especially in efforts to prevent plagiarism.

#### **5.2 Recommendation**

Based on the results of this study, two things QuillBot paraphrase users can recommend in the academic writing process as well as for further research:

1. Students who used QuillBot as a paraphrasing tool needed to be wise in its use. The tool helped avoid plagiarism and improve writing efficiency, but it

was important to ensure that the paraphrasing results remained relevant to the context and purpose of academic writing. Additionally, developing independent writing skills, such as enriching vocabulary and improving grammar understanding, was still necessary for producing more original and high-quality writing. Although QuillBot had proven effective, paraphrasing results had to be checked using a plagiarism detection tool to ensure the originality of the writing and prevent similarities with the work of other users.

2. For other researchers, it was advisable to conduct further research on the perception of the use of the QuillBot paraphrasing tool, especially to determine the factors that influence concerns about the originality of paraphrasing results and explore the effectiveness of using paraphrasing tools in writing theses. Further research can provide insight into how students utilize this technology in an academic context.
3. For educational technology developers, while QuillBot had been shown to enhance students' writing quality, some participants expressed concerns about the similarity of paraphrasing results across users. It was recommended that QuillBot developers refine their algorithms and features to ensure greater originality and address these concerns.

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# **APPENDICES**

## Appendix 1. Student Diary Guidelines

a. Note

1. Students are asked to write daily notes immediately after each thesis writing with the help of the QuillBot paraphrasing tool.
2. Students are free to write whatever they want in their student diaries without fear of being judged or pressured by researchers.
3. The guide was created solely to provide an outline of what should be written in a student's diary

b. The information needs to be included in a student's diary

1. First, write down your perceptions about how the QuillBot works.
2. Second, write down your perceptions about using QuillBot to improve your writing and avoid plagiarism.
3. Third, describe how you felt about using QuillBot whether it made writing more enjoyable or difficult and why.
4. Fourth, how often did you use QuillBot and how many texts or paragraphs did you typically paraphrase in a single session. Deeply about your experience with the tool.

c. Template student diary

<b>Student Diary</b>			
Name	:		
		Tanggal	:
<p><i>Tell us your perception here...</i></p>			

## Appendix 2. Interview Guideline

The researcher will select five out of the ten students to participate in the interview session to verify the perceptions they recorded in their student diaries. The interviews will be conducted online via Zoom at a time mutually agreed upon by the researcher and the participants. Some of the questions that will be used include:

Theory	Aspect	Indicator	Question
Technology Acceptance Model (TAM) Davis & Granić (2024)	Perceived Ease of Use (PEU)	<ul style="list-style-type: none"> <li>• Easy to use</li> <li>• Convenient to use</li> <li>• Efficient</li> </ul>	<ol style="list-style-type: none"> <li>1. What is your perception of using QuillBot, is it easy for you to use QuillBot in paraphrasing when writing a thesis?</li> <li>2. Did you have difficulty understanding how QuillBot works when you first used it?</li> </ol>
	Perceived Usefulness (PU)	<ul style="list-style-type: none"> <li>• Increase productivity</li> <li>• Speed up work</li> <li>• Beneficial</li> </ul>	<ol style="list-style-type: none"> <li>3. How does QuillBot help improve your writing quality in your thesis?</li> <li>4. How much does QuillBot help you in avoiding plagiarism when writing a thesis?</li> </ol>
	Attitude Towards Use (ATU)	<ul style="list-style-type: none"> <li>• Interesting</li> <li>• Positive/Negative</li> </ul>	<ol style="list-style-type: none"> <li>5. How do you feel about QuillBot in writing a thesis?</li> <li>6. Do you feel that using QuillBot makes the writing process more difficult? why?</li> </ol>
	Actual Use (AU)	<ul style="list-style-type: none"> <li>• Frequency of use</li> <li>• Duration of use</li> <li>• Number of times of use</li> </ul>	<ol style="list-style-type: none"> <li>7. How often do you use QuillBot in your thesis writing process?</li> <li>8. How many texts or paragraphs do you usually paraphrase using QuillBot in one writing session?</li> </ol>
	Behavioral Intention (BI)	<ul style="list-style-type: none"> <li>• Want to use</li> <li>• Planning to use</li> <li>• Will try</li> </ul>	<ol style="list-style-type: none"> <li>9. Do you plan to continue using QuillBot for academic writing in the future?</li> <li>10. Would you recommend QuillBot to your friends who are also writing thesis?</li> </ol>

### Appendix 3. Transcript Student Diary

Student Diary			
Name	: Student-1	Date	: 13 September 2024
<p>Actually, I use QuillBot from the website. So it requires a good internet connection to access the website. Then, if I have bad or trouble with the internet connection during my work it is disturbing me to finish my work. However, I find it very helpful to use QuillBot especially when I am working on my thesis, where I do a lot of paraphrasing for my writing. And I really enjoy it because when I am not sure about the paragraph I am writing in terms of linguistics, then I use QuillBot, then I get a lot of suggestions on certain sentences that make it more well-structured.</p> <p>Since I started my thesis; I already know that when we quote a theory from an expert, we must paraphrase the theory. First, I tried to paraphrase the expert's sentence using my own words, by changing the sentence structure without changing the meaning of the sentence, and then using some similar words. However, I found some difficulties that I felt the most was the efficiency of time. When I paraphrased myself, it took quite a long time, so the task I was working on was completed in a long time too. But after using QuillBot I was able to work on my thesis with a more efficient and faster time than before. Therefore, QuillBot really helps me to avoid plagiarism in my writing. And the suggestions made me increase my knowledge of some words that I never knew before. And I can use it when I want to do writing activities again.</p> <p>I can say that when using QuillBot I can find it enjoyable and may find it difficult. I enjoy it because QuillBot makes it very easy for me to do my writing thesis, and if the internet connection is good then everything runs smoothly. However, if the internet connection is bad then it will hamper my task. In addition, I found some words that were not familiar when paraphrased and made me sometimes difficult and had to read the sentence from the beginning again, avoiding the loss of meaning in the sentence.</p> <p>I really often use QuillBot to paraphrase the sentences or paragraphs. However, in practice, the number of paragraphs that I paraphrase is erratic according to my needs. The minimum number of paragraphs is one paragraph, but I never exceed five paragraphs in each session.</p>			

Student Diary			
Name	: Student-2	Date	: 13 September 2024
<p>My perception through QuillBot is very helpful for me, there are so many paraphrase AI that exist but I prefer to use this app because it's very common and easy to use. The application is also free to use and easy to use even though they have limitations on the maximum words but this application still has the easiest tool rather than any AI bot.</p> <p>In my opinion, using Quillbot doesn't really seem to improve the quality of my writing, because by using it I don't become more aware of new words that I don't even know the meaning of, I will keep using variations of the word and it turns out that the word doesn't match what is supposed to be written. in the sentence. In my opinion, plagiarism could happen because bots have the same system. If we don't change the manual then using Quillbot can also really damage the writing.</p> <p>From my previous explanation regarding Quillbot's perception of plagiarism, I still find it helpful to use Quillbot because it will be more practical for paraphrasing sentences that are difficult to shorten. I feel happy when I get the right paraphrase answer. I usually use Quillbot when I have a writing assignment that is more than 400 words. Every time I have a writing assignment I always use Quillbot as my media tool.</p>			

Student Diary			
Name	: Student-3	Date	: 13 September 2024
<p>I think quillbot is a kind of tool that helps with writing. Especially in checking grammar, paraphrasing, translating sentences and also providing recommendations for better sentences to use. This really helps me improve my writing. I think QuillBot is quite helpful especially when paraphrasing sentences when writing. The use of quillbot also helps to find some substitute sentences/words so that sentences can be more varied.</p> <p>In my opinion, using quillbot in writing is quite helpful, especially in correcting the grammar in the sentences used, paraphrasing sentences, and also providing sentence variants. However, it should also be noted that the results of quillbot sometimes use language that is not understood, so the sentences that are paraphrased or recommended must be checked first before use. Maybe I use it quite often, especially when there is a writing assignment or when writing a thesis like now, using quillbot might be used all the time. Because in writing the use of sentences or words, as well as the grammar used in a piece of writing is very important, so using quillbot is very helpful for improving sentence structure.</p>			

<b>Student Diary</b>			
Name	: Student-4	Tanggal	: 14 September 2024
<p>I think quillbot is a kind of tool that helps with writing. Especially in checking grammar, paraphrasing, translating sentences and also providing recommendations for better sentences to use. This really helps me improve my writing. I think QuillBot is quite helpful especially when paraphrasing sentences when writing. The use of quillbot also helps to find some substitute sentences/words so that sentences can be more varied.</p> <p>In my opinion, using quillbot in writing is quite helpful, especially in correcting the grammar in the sentences used, paraphrasing sentences, and also providing sentence variants. However, it should also be noted that the results of quillbot sometimes use language that is not understood, so the sentences that are paraphrased or recommended must be checked first before use. Maybe I use it quite often, especially when there is a writing assignment or when writing a thesis like now, using quillbot might be used all the time. Because in writing the use of sentences or words, as well as the grammar used in a piece of writing is very important, so using quillbot is very helpful for improving sentence structure.</p>			

<b>Student Diary</b>			
Name	: Student-5	Tanggal	:14 September 2024
<p>I think QuillBot eases the writing and paraphrasing process by utilizing advanced technology to understand and modify text. This makes it a useful tool for improving the quality of writing, avoiding plagiarism, and customizing texts to various writing style needs. QuillBot helps speed up this process by providing variety in writing. I think QuillBot helps add variety to text by providing alternative sentences and phrases. This can improve the quality of writing by avoiding monotonous repetition and making the text more interesting and dynamic. With various writing style modes, QuillBot makes it possible to customize the tone and style of the text as needed. Whether you need something more formal for an academic report or more casual for a blog, QuillBot can help customize the writing style to the targeted audience.</p> <p>QuillBot helps ease the burden of work. It makes the writing process feel lighter as there is no need to think hard about how to structure a new sentence each time. This tool speeds up the writing process by quickly providing paraphrases and text alternatives. This helps save time, allowing focus on other aspects of writing such as content and ideas, not just words. At times, the results from QuillBot may not be entirely as expected or may require additional editing. This can be challenging if the paraphrasing results require a lot of revisions.</p> <p>I use quillbot quite often whenever I feel difficulty in working on my thesis. The paragraphs I paraphrase are usually 1 sentence or paragraph. This tool makes the writing and paraphrasing process faster and more efficient, provides useful variety, and helps avoid plagiarism. However, like any automated tool, there are times when the results require additional editing to ensure the quality and accuracy of the final text.</p>			

Student Diary			
Name	: Student-6	Date	: 15 September 2024
<p>QuillBot helps me of all skill levels improve my writing by providing several tools, including a grammar checker, paraphraser, plagiarism check and translator. By the benefits of the Quilbot that I've mentioned before, Quilbot improves my writing especially in using academic vocabularies in my thesis. It helps me rephrase sentences or entire paragraphs, allowing me to convey the same ideas in new words. This feature is valuable for avoiding plagiarism by ensuring content is original while maintaining the intended meaning.</p> <p>Using QuillBot can make writing more enjoyable for me, as it streamlines the process of refining and enhancing text. It can ease the pressure of finding the right words or rephrasing sentences, which can be especially helpful when dealing with writer's block. My experience with QuillBot varied depending on the writing task. I often used it when I needed to refine or polish my drafts, particularly when paraphrasing was necessary to avoid repetitive phrasing or to reframe content in a more engaging way. In a single session, I typically paraphrased anywhere from one to five sentences, depending on the complexity of the text and how much revision was needed.</p>			

Student Diary			
Name	: Students-7	Date	: 15 September 2024
<p>In my experience, quillbot is used to translate data, check grammar, and paraphrase. The tools I use most often are the paraphrasing tool and grammar. QuilBot really helped me to check the grammar of the writing I made and also paraphrase the sentences I got from the journal. However, I don't really trust this tool myself because a machine is bound to have errors sometimes. So, what I do is double-check the results I get and then re-read the sentences that have been paraphrased. The goal is to avoid plagiarism from the journal I quoted and also avoid errors.</p> <p>Using QuillBot in paraphrasing is certainly very easy for me. But once again, mistakes or errors can happen. I use quillbot quite often in paraphrasing. I usually paraphrase about 2 until 3 sentences in one paraphrase. In the paraphrased sentences, I often see QuilBot paraphrasing with the synonym method, so I check it again and add if necessary the results of the paraphrase with other methods such as theme rhyme or others.</p>			

Student Diary			
Name	: Student-8	Date	:15 September 2024
<p>This QuillBot app works quickly and clearly in paraphrasing each sentence in the paragraph writing task. I find it very helpful to think about what words I want to write when I am confused about writing English in writing paragraph assignments, because in QuillBot there are many options for word similarities that expand and improve my paragraph writing assignment writing, which also reduces plagiarism in sentences. However, sometimes I feel that internet problems when using applications on the website make me take a long time to paraphrase. Quillbot is a tool that makes my writing enjoyable because it helps each sentence to develop and become clear in paragraph writing assignments. I usually enter per sentence to compose paragraph writing assignments only, besides QuillBot there are also tools to help me such as in-depth, in my opinion not purely everything according to tools through technology, but also we adjust to what we mean or what we want to write precisely in writing, especially in paragraph writing assignments.</p>			

Student Diary			
Name	: Student-9	Date	: 16 September 2024
<p>This Quillbot is very easy and helpful to use for students, especially for final-year students who are working on their theses. This application is highly recommended for them because it can assist them in completing their tasks, whether it's translating sentences, correcting grammar, paraphrasing, or checking for plagiarism. It is very helpful for me in writing, making it easier to check grammar and transliteration in one application so I don't have to choose multiple apps, and there is also a paraphrasing feature that can help create new sentences to avoid plagiarism. In using this application, I feel more assisted and can complete tasks more quickly or more practically than using many applications that only have one feature. I often use this application to organize my thesis, especially the translit feature. I always use the application to translate the text I am writing. For the paragraphs that I have created using this application, there are already countless paragraphs because I use it so often.</p>			

Student Diary			
Name	: Student-10	Date	:16 September 2024
<p>I think QuillBot is easy to use because QuillBot has a simple interface and makes my writing easier. When I use QuillBot, the quality of my writing becomes neater and also improves the quality of my writing quickly and efficiently because QuillBot can also change words and phrases in the text to produce a different version but still maintains the original meaning. Yes, I think one of QuillBot's abilities is to help avoid plagiarism because with the advanced paraphrasing feature, QuillBot can change the structure of sentences and words without changing the original meaning, thus making me as a writer feel safe using it. I think this tool is great because it can help me overcome writing obstacles with its paraphrasing and grammar checking features, so I can focus more on creative ideas without worrying about writing mistakes, and it can also reduce stress and increase confidence in writing. I use QuillBot very often. I usually use 6 sentences. I often feel that QuillBot helps me produce better writing with relevant suggestions and accurate grammar corrections.</p>			

### Appendix 4. Transcript Interview

Previously, the researcher asked permission from the students to collect data and asked for the student's willingness to become participants and be interviewed about the students' perceptions of using the QuillBot paraphrasing tool to avoid plagiarism in thesis writing. After the students confirmed their willingness, the researcher tried to arrange the date and time for the interview.

Day/ Date : Friday/ 20 September 2024

Place : Zoom

Time : 20:45

Interviewer : The researcher

Interviewee : Student-1

Student & Researcher Code	Script
R	1. What Is your perception of using QuillBot, is it easy for you to use QuillBot in paraphrasing when writing a thesis?
S-1	Firstly, especially for a while, I am using the QuillBot. I used QuillBot from the website on Google Chrome. And then while I use this QuillBot and it requires a good connection, I want to paraphrase, the sentence or maybe a paragraph, I have to use the good connection so that, when I have the bad connection. It is too difficult for me to use this QuillBot application, but if I have a good connection with my Internet connection, it is very helpful for me to paraphrase sentences or maybe paragraphs. So maybe it depends on the situation.
R	2. Did you have difficulty understanding how QuillBot works when you first used it?
S-1	Yes I have difficulties for the first use in six or seventh semester because I don't know how to use this app because it's very unfamiliar for me, especially because sometimes when studying English I just use google translate and baru Familiar With using QuillBot maybe when first year at university. But now when I am writing a thesis I am already familiar with how to use QuillBot, and when I use quillbot, and QuillBot has many suggestions. Yeah. Starting from sentence suggestions and vocabulary.
R	3. How does QuillBot help improve your writing quality in your thesis?
S-1	QuillBot improves my new vocabulary because in its paraphrasing feature it offers many choices of new vocabulary that can be used for paraphrasing, so the knowledge and addition of vocabulary is so that I can use the new vocabulary again when I am writing my thesis, so I think Quillbot improves my thesis writing.
R	4. How much does QuillBot help you in avoiding plagiarism when writing a thesis?
S-1	I have never checked my thesis for plagiarism, so I don't know whether I am free from plagiarism or not. However, when I was practicing writing a thesis in the lower semester, I checked for plagiarism and the plagiarism results were quite low because at that time I also used Quillbot, so I think it is quite helpful in avoiding plagiarism.

<b>Student &amp; Researcher Code</b>	<b>Script</b>
R	5. How do you feel about QuillBot writing a thesis?
S-1	QuillBot is quite interesting and helpful because of the many features and suggestions in its writing.
R	6. Do you feel that using QuillBot makes the writing process more difficult? why?
S-1	I feel QuillBot not make me difficult to use when I am writing a thesis
R	7. How often do you use QuillBot in your thesis writing process?
S-1	I use QuillBot quite often, especially when I quote theories from experts, but not only that, I also paraphrase my writing so that my writing is neat and the language is better used for academic writing, and I am more confident if my writing is paraphrased.
R	8. How many texts or paragraphs do you usually paraphrase using QuillBot in one writing session?
S-1	It depends on the theory, just one or two sentences, if I paraphrase my ideas, sometimes it takes up to a paragraph
R	9. Do you plan to continue using QuillBot for academic writing in the future?
S-1	Of course, I will use it
R	10. Would you recommend QuillBot to your friends who are also writing a thesis?
S-1	Yes, I will recommend the QuillBot to many people, who want to start writing a thesis

Day/ Date : Tuesday, 19 September 2024  
 Place : Zoom  
 Time : 7:42  
 Interviewer : The Researcher  
 Interviewee : Student-2

<b>Student &amp; Researcher Code</b>	<b>Script</b>
R	1. What is your perception of using QuillBot, is it easy for you to use QuillBot in paraphrasing when writing a thesis?
S-2	That application is really easy to use and the tool of that application is so feasible so that I can use that application more fastly and quickly rather than any application, and I know QuillBot from the start of college and I know it because I found it myself
R	2. Did you have difficulty understanding how QuillBot works when you first used it?
S-2	Actually no, because it's so easy to use because the tool is feasible and easy to use.
R	3. How does QuillBot help improve your writing quality in your thesis?
S-2	I don't know if it's improved because of Quillbot, so Quillbot just makes me lazy, and lazy to double check. There are new vocabulary improvements from Quillbot but I use it for everyday life.
R	4. How much does QuillBot help you in avoiding plagiarism when writing a thesis?
S-2	QuillBot plagiarism is a bot, so I'm not sure I will avoid plagiarism, I will definitely double check and to minimize plagiarism I will paraphrase it several times in Quillbot, so the paraphrased results are paraphrased again.
R	5. How do you feel about QuillBot writing a thesis?
S-2	QuillBot is easy to learn, and easy to do anything, QuillBot can do things quickly, and is very helpful.
R	6. Do you feel that using QuillBot makes the writing process more difficult? why?
S-2	No, because QuillBot is helpful
R	7. How often do you use QuillBot in your thesis writing process?
S-2	I do usually use Quillbot if I have a task that I need to write more rather than one more words
R	8. How many texts or paragraphs do you usually paraphrase using QuillBot in one writing session?
S-2	1000 words 2 or 3 paragraphs
R	9. Do you plan to continue using QuillBot for academic writing in the future?
S-2	I will continue using QuillBot since it helps me alot especially when I'm in the rush hour for writing
R	10. Would you recommend QuillBot to your friends who are also writing a thesis?
S-2	Depends on the situation and I would recommend it
R	10. Would you recommend QuillBot to your friends who are also writing a thesis?
S-2	Depends on the situation and I would recommend it

Day/ Date : Tuesday, 19 September 2024  
 Place : Zoom  
 Time : 8:30  
 Interviewer : The Researcher  
 Interviewee : Student-3

<b>Student &amp; Researcher Code</b>	<b>Script</b>
R	1. What is your perception of using QuillBot, is it easy for you to use QuillBot in paraphrasing when writing a thesis?
S-3	In my opinion, using quillbot is very helpful and easy to use, and when writing a thesis it is necessary to use formal language, so quillbot is suitable for use in writing a thesis, especially for me who uses it for paraphrasing
R	2. Did you have difficulty understanding how QuillBot works when you first used it?
S-3	Maybe no, actually using QuillBot is quite easy
R	3. How does QuillBot help improve your writing quality in your thesis?
S-3	Of course I think there are improvements in terms of grammar, also vocabulary because in QuillBot itself suggests many new words such as synonyms.
R	4. How much does QuillBot help you in avoiding plagiarism when writing a thesis?
S-3	It is quite helpful to avoid plagiarism because Quillbot has paraphrasing so it can form varied sentences. As for checking plagiarism itself, whether it is free from plagiarism or not, I have never done that, but I always check or change one or two words from the paraphrasing results of QuillBot itself
R	5. How do you feel about QuillBot writing a thesis?
S-3	QuillBot is very helpful and enjoyable
R	6. Do you feel that using QuillBot makes the writing process more difficult? why?
S-3	It doesn't make writing difficult, it actually helps the writing process because Quillbot has many tools, so it helps a lot with the writing process.
R	7. How often do you use QuillBot in your thesis writing process?
S-3	Often used in every writing, especially quoting other people's writing from articles
R	8. How many texts or paragraphs do you usually paraphrase using QuillBot in one writing session?
S-3	One to three sentences long
R	9. Do you plan to continue using QuillBot for academic writing in the future?
S-3	I will continue to use QuillBot in the future
R	10. Would you recommend QuillBot to your friends who are also writing a thesis?
S-3	I recommend Quillbot especially to students who are currently writing, as it has many helpful features such as paraphrasing.

Day/ Date : Tuesday, 17 September 2024  
 Place : Zoom Meeting  
 Time : 22:19  
 Interviewer : The Researcher  
 Interviewee : Student-4

<b>Student &amp; Researcher Code</b>	<b>Script</b>
R	1. What is your perception of using QuillBot, is it easy for you to use QuillBot in paraphrasing when writing a thesis?
S-4	Quillbot is easy to use and some of the features in Quillbot that I usually use such as paraphrasing, grammar, and others in one application have several features so quillbot makes it easier. I have been using QuillBot since the beginning of my thesis and learned about it from friends
R	2. Did you have difficulty understanding how QuillBot works when you first used it?
S-4	I didn't find any difficulty in using Quillbot, because its features are quite clear, and I'm used to using other similar AI tools.
R	3. How does QuillBot help improve your writing quality in your
S-4	QuillBot helps me improve my vocabulary knowledge, but I rarely use it because I always go back to using QuillBot which is faster and makes me more confident.
R	4. How much does QuillBot help you in avoiding plagiarism when writing a thesis?
S-4	As for avoiding it, I don't know for sure because I haven't checked for plagiarism, but I hope I can avoid plagiarism.
R	5. How do you feel about QuillBot writing a thesis?
S-4	Quillbot makes writing easier because the features in the paraphrase itself have interesting features such as being able to choose the synonyms to be used or the language to be used such as formal or informal. and I am more confident in my writing after using QuillBot
R	6. Do you feel that using QuillBot makes the writing process more difficult? why?
S-4	Quillbot doesn't make writing difficult, it makes it easier
R	7. How often do you use QuillBot in your thesis writing process?
S-4	Often used in thesis writing
R	8. How many texts or paragraphs do you usually paraphrase using QuillBot in one writing session?
S-4	1-2 paragraphs is the maximum I usually use
R	9. Do you plan to continue using QuillBot for academic writing in the future?
S-4	If I don't find something easier, I will continue using Quillbot in the future, because QuillBot helped me with writing from chapter 1 to chapter 3.
R	10. Would you recommend QuillBot to your friends who are also writing a thesis?
S-4	I recommend QuillBot if my friends need to paraphrase quickly, because it was recommended to me by my friends too.

Day/ Date : Wednesday, 18 September 2024  
 Place : Zoom meeting  
 Time : 19:07  
 Interviewer : The researcher  
 Interviewee : Student-5

<b>Student &amp; Researcher Code</b>	<b>Script</b>
R	1. What is your perception of using QuillBot, is it easy for you to use QuillBot in paraphrasing when writing a thesis?
S-5	QuillBot is quite helpful and easy in the thesis writing process, and the QuillBot display is also easy to understand when using it.
R	2. Did you have difficulty understanding how QuillBot works when you first used it?
S-5	Confusion When using it for the first time, there will definitely be some confusion, but it is not continuous confusion and there is no real difficulty in understanding how the quillbot works.
R	3. How does QuillBot help improve your writing quality in your thesis?
S-5	QuillBot helps me improve my grammar, with QuillBot I know how far my writing is correct in terms of grammar.
R	4. How much does QuillBot help you in avoiding plagiarism when writing a thesis?
S-5	If it is said to be able to avoid plagiarism, I am not sure, because I have never checked for plagiarism. I also often recheck the results of plagiarism and change the results of Quillbot itself a little, but I hope it can avoid plagiarism.
R	5. How do you feel about QuillBot writing a thesis?
S-5	Quillbot helped me in compiling a thesis in terms of paraphrasing.
R	6. Do you feel that using QuillBot makes the writing process more difficult? why?
S-5	If you say that it creates difficulties in the writing process, it's not just that after paraphrasing using QuillBot, you need to check it again so that the meaning and ideas that I convey are written well.
R	7. How often do you use QuillBot in your thesis writing process?
S-5	I rarely use Quillbot for every writing, if there is something to paraphrase then I use Quillbot paraphrasing.
R	8. How many texts or paragraphs do you usually paraphrase using QuillBot in one writing session?
S-5	One to three paragraphs or one paragraph at most
R	9. Do you plan to continue using QuillBot for academic writing in the future?
S-5	Maybe use it just don't use it all the time
R	10. Would you recommend QuillBot to your friends who are also writing a thesis?
S-5	Recommend to friends, because it has complete features.

**Appendix 5. The thematizing result of students' diary  
(Braun & Clarke, 2021)**

The student diaries were focused on finding out students' answers to their perceptions about using the QuillBot paraphrasing tool to avoid plagiarism in thesis writing.

Theory	Aspect	Theme	Sub-Theme	Code	Total	Student Diary
Technology Acceptance Model (Davis & Granic 2024)	Perceived Ease of Use (PEU)	Feasibility Use of QuillBot Paraphrasing	- Easy to use	PEU FUQP FUQP- EU	<b>7</b>	<p><b>Student-1</b> <i>I enjoy it because QuillBot makes it <b>very easy</b> for me to do my writing thesis.</i></p> <p><b>Student-2</b> <i>The application is also <b>free to use and easy to use</b> even though they have limitations on the maximum words but this application still has the <b>easiest tool</b> rather than any AI bot.</i></p> <p><b>Student-3</b> <i>This tool makes it <b>easier to rephrase or paraphrase</b>, which can be difficult at times.</i></p> <p><b>Student-5</b> <i>I think QuillBot eases the writing and paraphrasing process by utilizing advanced technology to understand and modify text.</i></p> <p><b>Student-7</b> <i>Using QuillBot in paraphrasing is certainly <b>very easy</b> for me.</i></p> <p><b>Student-9</b> <i>This Quillbot is <b>very easy to use</b>.</i></p> <p><b>Student-10</b> <i>I think QuillBot is <b>easy to use</b> because QuillBot has a simple interface and makes my writing easier.</i></p>
	Perceived Usefulness (PU)	Usability Perspective of QuillBot Paraphrasing	Positive Perspective: - Avoid Plagiarism	PU UPQP UPQP- AP	<b>7</b>	<p><b>Student-1</b> <i>QuillBot paraphrase really <b>helps me to avoid plagiarism</b> in my writing.</i></p>

					<p><b>Student-3</b> <i>QuillBot paraphrase helps rephrase ideas in a way that makes them different from the original source.</i></p> <p><b>Student-5</b> <i>This makes it a useful tool for improving the quality of writing, avoiding plagiarism, and customizing texts to various writing style needs.</i></p> <p><b>Student-6</b> <i>This feature is valuable for avoiding plagiarism by ensuring content is original while maintaining the intended meaning.</i></p> <p><b>Student-8</b> <i>I find it very helpful to think about what words I want to write when I am confused about writing English in writing paragraph assignments, well because in QuillBot there are many options for word similarities that expand and improve my paragraph writing assignment writing, which also makes a little reducing plagiarism in sentences.</i></p> <p><b>Student-9</b> <i>QuillBot paraphrasing feature that can help create new sentences to avoid plagiarism.</i></p> <p><b>Student-10</b> <i>I think one of QuillBot's abilities is to help avoid plagiarism because with the advanced paraphrasing feature, QuillBot can change the structure of sentences and words without changing the original meaning, thus making me as a writer feel safe using it.</i></p>	
			- Improve English Writing Skills	PU UPQP UPQP- IEWS	3	<p><b>Student-4</b> <i>Because in writing, the use of sentences or words, as well as the grammar used in a piece of writing is very important, the experience of using Quillbot</i></p>

					<p>paraphrase which has a suggestion feature so that it can be remembered in memory so that it is very helpful in <b>improving the sentence structure when writing again.</b></p> <p><b>Student-5</b> This makes it a <b>useful tool for improving the quality of writing</b>, avoiding plagiarism, and customizing texts to various writing style needs.</p> <p><b>Student-8</b> I find it very helpful in composing words when I am confused in writing English paragraph assignments. With the various synonym options in QuillBot, my writing becomes richer and more structured. This feature not only <b>improves the quality of my writing</b> assignments but also helps reduce the risk of plagiarism in the sentences I create.</p>	
			- Improve English Vocabulary Mastery	PU UPQP UPQP- IEVM	2	<p><b>Student-1</b> And the <b>suggestions made me increase my knowledge of some words</b> that I never knew before.</p> <p><b>Student-4</b> The use of <b>QuillBot also helps to find some substitute sentences/words</b> so that sentences can be more varied.</p>
			Negative Perspective: - Untrusted System Error	PU UPQP UPQP- USE	2	<p><b>Student-2</b> In my opinion, <b>plagiarism can happen because all QuillBot systems are twins, so one device and another can have the same answer.</b> If we don't change the manual, then using Quillbot can also be very damaging to the writing.</p> <p><b>Student-7</b> However, I don't really trust this tool myself because a <b>machine is bound to have errors</b> sometimes. So, what I do is double-check the results I get and then re-read the</p>

						<i>sentences that have been paraphrased. The goal is to avoid plagiarism from the journal I quoted and also avoid errors.</i>
	Attitude Towards Use (ATU)	Evaluative Attitude of QuillBot Paraphrase	- Positive Acceptance	ATU EAQP EAQP- PA	<b>8</b>	<p><b>Students-1</b> <i>I <b>enjoy</b> it because QuillBot makes it very easy for me to do my writing assignments</i></p> <p><b>Student-2</b> <i>I feel <b>happy</b> when I get the right paraphrase answer.</i></p> <p><b>Student-3</b> <i>QuillBot can make writing more <b>enjoyable</b> by overcoming writer's block. It can also increase <b>self-confidence</b> by detecting grammatical faults and expressions that I could have overlooked, which is encouraging. Moreover, it helps me <b>reduce stress</b> while writing. It facilitates the rephrasing or paraphrasing of sentences, which can occasionally be challenging.</i></p> <p><b>Student-5</b> <i>This tool makes the writing and <b>paraphrasing process faster and more efficient</b>, provides useful variety, and helps avoid plagiarism.</i></p> <p><b>Student-6</b> <i>Using QuillBot can make writing more <b>enjoyable</b> for me, as it streamlines the process of refining and enhancing text.</i></p> <p><b>Student-8</b> <i>Quilbot is a tool that makes my writing <b>enjoyable</b> because it helps each sentence to develop and become clear in paragraph writing assignments</i></p> <p><b>Student-9</b> <i>This application is highly <b>recommended</b></i></p> <p><b>Student-10</b> <i>I think this tool is <b>great</b> because it</i></p>

						<p>can help me overcome writing obstacles with its paraphrasing and grammar checking features, so I can focus more on creative ideas without worrying about writing mistakes, and it can also reduce stress and increase confidence in writing</p>
	Actual Use (AU)	Functionality Level of QuillBot Paraphrasing	- Frequently Use	AU FLQP FLQP- FU	7	<p><b>Student-1</b> I <b>often</b> use QuillBot to paraphrase sentences or paragraphs at least <b>one paragraph</b> that I write. But I never exceed five paragraphs in each usage session.</p> <p><b>Student-2</b> I usually use Quillbot when I have a writing assignment that is more than 400 words. <b>Every time</b> I have a writing assignment I <b>always</b> use Quillbot as my media tool.</p> <p><b>Student-3</b> I use Quillbot <b>quite often</b> because this one tool can help a lot with my writing. One to two paragraphs.</p> <p><b>Student-4</b> Maybe I use it <b>quite often</b>, especially when there is a writing assignment or when writing a thesis like now, using quillbot might be used all the time.</p> <p><b>Student-5</b> I use quillbot <b>quite often</b> whenever I feel difficulty in working on my thesis.</p> <p><b>Student-6</b> I use QuillBot from one to five sentences to paraphrase my academic writing. I <b>often used it when I needed to refine or polish my drafts</b>, particularly when paraphrasing was necessary to avoid repetitive phrasing or to reframe content more engagingly.</p>

						<p><b>Student-7</b>  <i>I use QuillBot quite <b>often</b> to paraphrase <b>two to three sentences</b> on a single occasion.</i></p> <p><b>Student-10</b>  <i>I use QuillBot very <b>often</b> and I usually use <b>6 sentences</b> to <b>paraphrase</b>.</i></p>
	Behavioral Intention (BI)	Continuance and Discontinuance of Use QuillBot Paraphrasing	- QuillBot Paraphrasing Reuse by Students	BI CDUQP CDUQP-QPRS		No data found regarding this aspect.

## Appendix 6. The Thematizing Result of Students' Interview (Braun & Clarke, 2021)

Student interviews focused on ascertaining students' answers regarding their perceptions about using the QuillBot paraphrasing tool to avoid plagiarism in thesis writing.

Theory	Aspect	Theme	Sub-Theme	Code	Total	Interview
Technology Acceptance Model (Davis & Granic 2024)	Perceived Ease of Use (PEU)	Feasibility Use of QuillBot Paraphrasing	- Easy to use	PEU FUQP FUQP-EU	<b>4</b>	<p><b>Student-2</b> <i>That application is really <b>easy to use</b> and the tool of that application is so feasible so that I can use that application more fastly and quickly rather than any application, and I know QuillBot from the start of college and I know it because I found it myself</i></p> <p><b>Student-3</b> <i>In my opinion, using quillbot is very helpful and <b>easy to use</b>, and when writing a thesis it is necessary to use formal language, so quillbot is suitable for use in writing a thesis, especially for me who uses it for paraphrasing.</i></p> <p><b>Student-4</b> <i>QuillBot is <b>easy to use</b> and some of the features in QuillBot that I usually use such as paraphrasing, grammar, and others in one application have several features so quillbot makes it easier.</i></p> <p><b>Student-5</b> <i>QuillBot is quite helpful and <b>easy</b> in the thesis writing process, and the <b>QuillBot display is also easy to understand</b> when using it.</i></p>
	Perceived Usefulness (PU)	Usability Perspective of QuillBot Paraphrasing	- Avoid Plagiarism	PU UPQP UPQP-AP	<b>3</b>	<p><b>Student-1</b> <i>I think it is <b>quite helpful in avoiding plagiarism</b>.</i></p> <p><b>Students-3</b> <i>It is quite <b>helpful to avoid plagiarism</b> because QuillBot has paraphrasing so it can form varied sentences. As for checking plagiarism itself, whether it is free from plagiarism or not, I have</i></p>

					<p><i>never done that, but I always check or change one or two words from the paraphrasing results of QuillBot itself.</i></p> <p><b>Student-4</b> <i>As for avoiding it, I don't know for sure because I haven't checked for plagiarism, but I hope it can avoid plagiarism.</i></p>	
			- Improve English Vocabulary Mastery	PU UPQP UPQP- IEVM	3	<p><b>Student-1</b> <i>QuillBot improves my new vocabulary because in its paraphrasing feature it offers many choices of new vocabulary that can be used for paraphrasing, so the knowledge and addition of vocabulary is so that I can use the new vocabulary again when I am writing my thesis, so I think Quillbot improves my thesis writing.</i></p> <p><b>Student-2</b> <i>There are new vocabulary improvements from Quillbot but I use it for everyday life</i></p> <p><b>Student-4</b> <i>QuillBot helps me improve my vocabulary knowledge, but I rarely use it because I always go back to using QuillBot which is faster and makes me more confident.</i></p>
			- Improve English Writing Skills	PU UPQP UPQP- IEWS	2	<p><b>Student-5</b> <i>QuillBot helps me improve my grammar, with QuillBot I know how far my writing is correct in terms of grammar.</i></p> <p><b>Student-3</b> <i>Of course I think there are improvements in terms of grammar, also vocabulary because quillbot itself suggests many new words such as synonyms.</i></p>
			Negative Perspective : - Untrust	PU UPQP UPQP- USE	3	<p><b>Student-1</b> <i>It is too difficult for me to use this QuillBot if I have a bad connection, but if I have a good</i></p>

			ed System Error			<p><b>connection with my Internet connection, it is very easy for me to paraphrase sentences or maybe paragraphs.</b></p> <p><b>Student-2</b> <i>QuillBot plagiarism is a bot, so I'm not sure I will avoid plagiarism, I will definitely double check and to minimize plagiarism I will paraphrase it several times in Quillbot, so the paraphrased results are paraphrased again.</i></p> <p><b>Student-5</b> <i>If it is said that it can avoid plagiarism, I am not sure, because I have never checked for plagiarism. I also often recheck the results of paraphrases and change the results of QuillBot itself a little, but I hope it can avoid plagiarism.</i></p>
Attitude Towards Use (ATU)	Evaluative Attitude of QuillBot Paraphrase	- Positive Acceptance	ATU EAQP EAQP- PA	5	<p><b>Student-1</b> <i>QuillBot is quite interesting and helpful because of the many features and suggestions in its writing, and I am more confident if my writing is paraphrased. I will recommend the QuillBot to many people, who want to start writing a thesis.</i></p> <p><b>Student-2</b> <i>QuillBot is easy to learn and to do anything quickly depends on the situation and I would recommend it in academic writing.</i></p> <p><b>Student-3</b> <i>QuillBot is very helpful and enjoyable. I recommend this application especially to students who are currently writing, because of the many helpful features such as paraphrasing.</i></p> <p><b>Student-4</b> <i>I am more confident in my writing after using QuillBot and I</i></p>	

						<p>will <b>recommend</b> QuillBot if my friends need to paraphrase quickly, because it was recommended to me by my friends too.</p> <p><b>Student-5</b> <b>Recommend</b> to friends, because it has complete features.</p>
Actual Use (AU)	Functionality Level of QuillBot Paraphrasing	- Frequently Use	AU FLQP FLQP-FU	3	<p><b>Student 1</b> <b>I use QuillBot quite often such as one or two sentences.</b> If I paraphrase my ideas, sometimes it takes up to a paragraph, especially when I quote theories from experts. I also paraphrase my writing so that my writing is neat and the language is better used for academic writing. I am more confident if my writing is paraphrased.</p> <p><b>Student 3</b> <b>I often used QuillBot</b> in every writing especially quoting other people's writing from articles for one to three long sentences.</p> <p><b>Student 4</b> <b>I often use QuillBot</b> in writing a thesis about <b>one to two paragraphs</b> is the maximum that I usually use.</p>	
		- Infrequently Use	AU FLQP FLQP-IU	2	<p><b>Student 2</b> <b>I usually use QuillBot</b> for the 1000 words or two to three paragraphs that I need to paraphrase, <b>if I have an assignment that requires me to write more words. If I have to paraphrase a few words I still try to paraphrase them myself.</b></p> <p><b>Student 5</b> <b>I rarely use Quillbot</b> for every writing, if there is something to paraphrase then I use Quillbot paraphrasing <b>One to three</b></p>	

						<i>paragraphs or one paragraph at most.</i>
			- Spoken Language Paraphrase	AU FLQP FLQP- SLP	1	<b>Student-1</b> <i>I also paraphrase my writing so that my writing is neat and the language is better used for academic writing</i>
	Behavioral Intention (BI)	Continuance and Discontinuance of Use QuillBot Paraphrasing	- QuillBot Paraphrasing Reuse by Students	BI CDUQP- QPRS	3	<b>Student 1</b> <i>I will use QuillBot in the future.</i>  <b>Student 3</b> <i>I will continue to use QuillBot in the future.</i>  <b>Student 4</b> <i>If I don't find something easier, I will continue using Quillbot in the future, because QuillBot helped me with writing from chapter 1 to chapter 3.</i>
			- QuillBot Paraphrasing Occasionally to use	BI CDUQP CDUQP- QPOU	2	<b>Student 2</b> <i>I will continue using QuillBot since it helps me alot especially when I'm in the rush hour for writing.</i>  <b>Student 5</b> <i>Maybe use it just don't use it all the time.</i>

## DOCUMENTATION

