

USING QUILLBOT AS AI VERSATILE WRITING ASSISTANT FOR WRITING PERFORMANCE IN RELATION TO MOSLEM STUDENTS' PERSPECTIVE: PITFALLS AND POTENTIALS

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Abstract: This research explored the use of QuillBot, an AI-based paraphrasing tool, as an assistant in academic writing among the 8th – semester students of the English Department at Universitas Muhammadiyah Sumatera Utara. It identified the pitfalls and the potentials of using QuillBot from the Moslems students' perspective. A qualitative descriptive approach was used, with data collected through semi-structured interviews with 20 participants. The findings showed that the most students felt QuillBot significantly improved the quality of writing by improving sentence structure, vocabulary, and grammar while helping to prevent plagiarism. However, the research also found that 4 out of 20 respondents had concerns over-reliance on the use of QuillBot, which could hinder the development of independent writing skills and critical thinking. In addition, issues such as inaccuracies in paraphrasing and the risk of producing generic sentences were also noted. Future research should consider the long-term effects of using AI tools in academic settings and the strategies applied to reduce their potential disadvantages.

Keywords: QuillBot, descriptive qualitative, writing performance, perspective.

Introduction

In Islam, Allah places an educated person in a high place, in which he or she must study many scientific disciplines to support his/her life. One of the ways is by mastering the language skill, like writing in English. Geiser and Studly (2001) state that the ability to express ideas clearly and effectively in written form is an important indicator of success in educational progress. Faller (2018) also provides additional evidence supporting this perspective, stating that writing involves a combination of sophisticated linguistic and cognitive skills. According to Zhong and Wakat (2023), the use of grammar software and apps could assist writers in correcting errors and improving the overall quality of their writing. Meiningsih, (2021) found that students often perceive writing as a problematic element in learning a new language because it requires advanced abilities to communicate thoughts and feelings through written language.

Developing proficiency in writing essays or paragraphs requires much practice (Al et al., 2019). Due to the complexity of writing in English, it was not unusual for students to commit plagiarism (Fitria, 2020). Paraphrasing was a crucial academic talent in writing as it allowed individuals to effectively develop and demonstrate their understanding of subjects (Hudson, 2006). To solve the students' problems, nowadays artificial intelligence is anticipated to yield many advantages in various fields, especially in the field of education, and one of which is the QuillBot program.

QuillBot is an AI-based web tool that allows students to grade their writing by automatically performing tasks such as paraphrasing, checking grammar, translating, checking

for plagiarism, summarizing, and creating citations. Awidi (2024) highlights the ability of AI-powered paraphrasing tools to identify and correct grammatical and sentence structure errors commonly found in academic writing. In a research conducted by Sulistyaningrum (2021), the author examined the efficacy of paraphrasing tools in overcoming students' challenges in paraphrasing when writing a literature review. Her findings showed many advantages gained from the utilization of online paraphrasing tools. Also a research done by Nurmayanti and Suryadi (2023) showed that the use of QuillBot could help students reduce significant academic writing.lagiarism. Finally, Han et al. (2021) validates that integrating technical capabilities and human skills resulted in superior and more significant academic writing.

Most of the current research focuses on identifying linguistic difficulties faced by English learners as a Foreign Language (EFL) when trying to rephrase sentences or using online paraphrasing tools by students. In this rsearch, the focus was the Moslem students' perspectives (the 8th semester students) and opinions regarding the challenges and possibilities of using QuillBots that was the pitfalls and the potential to assist them in paraphrasing their writing.

Literature Review

Writing performance refers to an individual's capacity to create impactful written compositions to meet predetermined criteria. According to Rosmawati (2019), writing performance includes the use of accurate grammar, appropriate language, and establishing coherence and cohesiveness in written works. Many variables could affect one's writing proficiency. Shulgina et al. (2024) identified some key elements that influenced learning: motivation, learning tactics, and environmental support. In addition, technology also played an essential role in improving writing proficiency. According to Vicentini and Gui (2022), incorporating technology into writing improved the technical aspects and facilitated collaboration and communication among writers. Hyland (2003) emphasized that technology could provide quick and comprehensive feedback, which was advantageous for continuous improvement, like Artificial Intelligent. The potential of AI in education to enhance the efficiency and effectiveness of teaching and learning is substantial. AI has the potential to significantly improve the quality of education and create a learning environment that is both adaptable and inclusive, one kind of various AI-powered technologies was QuillBot.

Research conducted by Wiboolyasarin et al. (2024) showed that using QuillBot in academic writing could improve the quality of writing and facilitate the revision process, the use of QuillBot also could help students reduce plagiarism and as a paraphrasing tool in the context of academic writing. Fitria (2023) conducted research demonstrating how QuillBot mitigated the likelihood of plagiarism and aided writers in enhancing their vocabulary and diversifying their sentence structures. QuillBot was an interactive tool that provided different writing modes, including formal and creative modes, which could be tailored to the writer's unique requirements. QuillBot was an indispensable instrument for enhancing the calibre of academic writing. which could be tailored to the writer's unique requirements.

Method

This research employed a qualitative descriptive research approach to investigate the utilization of QuillBot as a versatile AI-based writing assistant in writing performance, focusing on both the challenges and possibilities. Data collection for this research was semi-structured interviews with a total of 20 students. The interview questions/contents were formulated informed by the researchers' teaching experience and reference to prior studies conducted by Chiu et al. (2023), Furthermore, this approach enables researchers to get comprehensive and detailed information by utilizing semi- structured interviews (Merriam & Tisdell, 2016).

Result and Discussion

1. Benefits Of Using QuillBot in Academic Writing Based on the Moslem Students’ Perspective.

The data collection method used in this research was semi-structured interviews with a total 20 students of 8 A Morning Class, in which the students must answer some questions:

Question: *What is the biggest benefit you feel from using QuillBot in academic writing?*

Table 1: Interview Data

No	Respondent Name	Responses
1	DW	<i>The biggest benefit I have found from using QuillBot in academic writing is its ability to improve sentence structure and clarity. QuillBot helps make writing more concise and easy to understand, which is especially useful when writing complex academic papers</i>
2	DAP[<i>My biggest benefit is that it can help me in academic writing and QuillBot can help me phrase sentences better in its vocabulary and can increase my vocabulary</i>
3	S	<i>The biggest benefit i feel when I used QuillBot it is can help me to build and create a good sentences</i>
4	PM	<i>The benefits that I feel from using QuillBot are of course. Apart from that, students feel satisfied with using QuillBot because it helps me improve vocabulary, sentence structure, grammatical unit substitution, and comprehension, QuillBot also has paraphrasing writing techniques that make my academic writing better</i>

The four statements clearly indicated that using QuillBot for academic writing had multiple benefits for students. These four benefits included higher vocabulary, better language structure and clarity, and better sentence wording. Writing could be made more explicit and more concise with QuillBot's assistance.

2. The Difficulty of Using QuillBot in Academic Writing Based on Moslem Students’ Perspective

Question: *Have you experienced any difficulties while using QuillBot? If yes, can you explain them further?*

Table 2: Interview Data

No	Respondent Name	Responses
1	DJRC	<i>The difficulty is that sometimes the changed words are too far from the original meaning of the text</i>
2	VA	<i>Sometimes QuillBot experiences technical errors that cause the vocabulary to change meaning</i>

3	J	<i>Difficulties Sometimes there are inaccuracies in paraphrasing or suggestions</i>
4	DW	<i>I sometimes find it difficult to see QuillBot changing the original meaning of sentences when paraphrasing. This can lead to misinterpretations, especially when dealing with specific or technical academic material. Therefore, further review is needed to ensure the original meaning is maintained</i>

Based on the four points provided, the challenges experienced by students while utilizing QuillBot for academic writing primarily stemmed from altering the meaning of the original text excessively. Students perceived QuillBot to occasionally offer imprecise paraphrased ideas or outcomes, potentially leading to misinterpretation, particularly when handling special or technical academic content. Regarding responses from respondents who had experienced no difficulties when using QuillBot for academic writing, here are their statements.

3. The Role of QuillBot in Paraphrase Quality

Question: : *How do you think the quality of writing produced with the help of QuillBot compares to writing without the help of QuillBot?*

Table 3: Interview Data

No	Respondent Name	Responses
1	RV	<i>There is a difference when using QuillBot and not using it and it greatly affects our writing</i>
2	NPA	<i>The result of using this AI is that the quality of writing becomes better and improves vocabulary level compared to not using AI.</i>
3	Y	<i>The quality of writing by using QuillBot was improve because the tools that provides in QuillBot give a solution for paraphrasing and change the word form such as academic, advance and etc</i>
4	SS	<i>When using QuillBot, the quality of the writing produced usually improves in terms of grammatical correctness, sentence structure, and fluency</i>

Based on the four statements provided, QuillBot significantly contributed to enhance the quality of paraphrasing in academic writing. Students experienced significant improvements in the quality of their writing when utilizing it, particularly regarding grammatical precision, sentence organization, and smoothness.

QuillBot was commonly utilized by students to enhance their academic work, particularly by refining writing, paraphrasing, and grammar. QuillBot was still considered a valuable tool in academic writing, although its usage level varied among students.

4. The Effective QuillBot Features in Improving Writing Quality

Question: *Are there any features or functions of QuillBot that you think need to be improved or added?*

Table 4: Interview Data

No	Respondent Name	Responses
1	RV	<i>There is a difference when using QuillBot and not using it and it greatly affects our writing</i>
2	NPA	<i>The result of using this AI is that the quality of writing becomes better and improves vocabulary level compared to not using AI.</i>
3	Y	<i>The quality of writing by using QuillBot was improve because the tools that provides in QuillBot give a solution for paraphrasing and change the word form such as academic, advance and etc</i>
4	SS	<i>When using QuillBot, the quality of the writing produced usually improves in terms of grammatical correctness, sentence structure, and fluency</i>

From the five statements above, it could be seen that although QuillBot had features that were useful in students' academic writing, some aspects still needed to be improved such as expanding vocabulary options, improving summary quality, and handling technical terms or discipline- specific jargon.

5. Moslem Student's Perspective on the Long-Term use of QuillBot in Assisting Academic Writing

Question: What are your views on the long-term use of QuillBot to assist academic writing?

Table 5: Interview Data

No	Respondent Name	Responses
1	DW	<i>In the long term, QuillBot could be a very useful tool to help with academic writing, especially for those who want to improve their writing skills. However, it is important not to rely too much on this tool so that your critical thinking and writing skills do not decline</i>
2	PM	<i>It's certainly very helpful for students, especially English language education, because apart from helping our writing assignments become more academic, the plus point is adding new grammar vocabulary so that we can be more updated in speaking English more fluently</i>
3	SS	<i>My view regarding the long-term use of QuillBot to assist with academic writing is that it could be a valuable tool for improving writing efficiency and accuracy. In the long term, consistent use of QuillBot can help students and writers develop a better understanding of grammar rules, sentence structure, and vocabulary usage</i>
4	EWH	<i>The long-term use of QuillBot to help with academic writing will have an impact on one's own language, and knowledge will</i>

		<i>increase. Of course, adding new vocabulary and also improvements in better writing</i>
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The long term use of QuillBot in academic writing has shown great potential to provide significant benefits. QuillBot not only helped improve the efficiency and accuracy of writing but also played a role in expanding vocabulary, improving sentence structure, and deepening understanding of grammar.

Table 6: Interview Data

No	Respondent Name	Responses
1	SPA	<i>Long-term use of QuillBot may make students overly dependent on this tool, reducing their ability to develop academic writing skills independently. This dependency can hinder the development of critical thinking and creativity in writing</i>
2	IHR	<i>Continuous use of QuillBot may lead to a decrease in originality in written work. The tool tends to produce sentences that sound generic and non-unique, which can ultimately damage the academic integrity and reputation of the writer</i>
3	ARL	<i>Long-term use of QuillBot may reduce deep understanding of the material being written. Students may not fully digest the information and ideas they are writing about, as they rely on the tool to construct sentences rather than thinking about how to convey those ideas clearly and precisely</i>
4	WJ	<i>If used long-term, QuillBot risks causing students to neglect the importance of developing language and grammar skills. Students may no longer pay attention to errors or flaws in their writing, as they place too much trust in this tool to improve their texts.</i>

Not only positive responses but some respondents gave negative responses to the long-term use of QuillBot in writing. From the four statements above, not only positive responses but some respondents gave negative responses to the long-term use of QuillBot in writing, although QuillBot was already quite effective, there was still room for further development to better suit the academic writing needs of students. From the four statements above, the long-term use of QuillBot in academic writing had a significant negative impact too.

Conclusion

1. From the Moslems students’ perspective (especially the perspective of the 8th - semester students of the English Education Department Program at Universitas Muhammadiyah Sumatera Utara, Based on the analysis above, it proved that the use of QuillBot in academic writing had great potential but also presented significant challenges. QuillBot was proven to improve the quality of writing, such as improving sentence structure, increasing vocabulary, and preventing plagiarism through paraphrasing. Overuse of QuillBot also raised concerns, such as over-reliance on QuillBot, which may have hindered the development of independent writing skills, reduced originality, and decreased critical thinking ability. In addition, QuillBot sometimes produced inaccurate paraphrases, which could have led to misunderstandings, especially in specialized and technical academic content. Long-term use

may also reduce students' awareness of errors in the grammar and structure of their writing. Therefore, although QuillBot offered significant benefits, college students needed to use this tool wisely and not neglect developing writing skills independently.

2. Based on the research findings, QuillBot had significant potential as an academic writing tool for 8th - semester students' majoring in English Education at Universitas Muhammadiyah Sumatera Utara. QuillBot could have assisted students in enhancing the quality of their writing, improving their understanding of the English language, and boosting their confidence in writing. However, excessive reliance on QuillBot could have led to dependence on the tool, so diminishing one's ability to write independently. Furthermore, QuillBot had the potential to generate overly generic and non-unique sentences, so compromising the academic integrity of the writer. Therefore, when using QuillBot, students need to use it wisely and not overly rely on the tool.

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