Using QuillBot as AI Versatile Writing Assistant for Writing Performance: Pitfalls and Potentials

SKRIPSI

Submitted in Partial Fulfilment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program

By
PUTRI YANTAMARA
NPM. 2002050047

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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Nama   : Putri Yantamara
NPM   : 2002050047
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi   : Using QuillBot as AI Versatile Writing Assistant for Writing Performance : Pitfalls and Potentials

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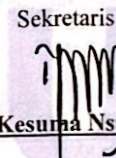
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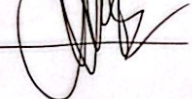Ketua   Sekretaris

Dra. Hj. Syamsuyurnita, M.Pd.   **Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.**

ANGGOTA PENGUJI:

1. Imelda Darmayanti Manurung, S.S., M.Hum.   1._____

2. Dr. Pirman Ginting, S.Pd., M.Hum.   2._____

3. Halimah Tussa'diah, S.S., M.A.   3._____

LEMBAR PENGESAHAN SKRIPSI

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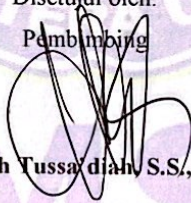
Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Mahasiswa   : Putri Yantamara
NPM   : 2002050047
Prog. Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Using QuillBot as AI Versatile Writing Assistant for Writing
Performance: Pitfalls and Potentials

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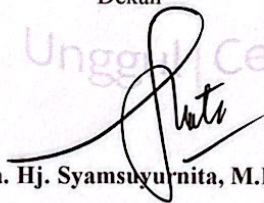
Disetujui oleh:
Pembimbing

Halimah Tussa'diah, S.S., M.A.

Diketahui oleh:

Dekan   Ketua Program Studi

Dra. Hj. Syamsuyurnita, M.Pd.   Pirman Ginting, S.Pd., M.Hum.

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Saya yang bertandatangan dibawah ini :

Nama	: **Putri Yantamara**
NPM	: **2002050047**
Program Studi	: **Pendidikan Bahasa Inggris**
Judul Skripsi	: **Using QuillBot as AI Versatile Writing Assistant for Writing Performance: Pitfalls and Potentials**

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **"Using QuillBot as AI Versatile Writing Assistant for Writing Performance: Pitfalls and Potentials"** adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

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Medan,   September 2024
Hormat Saya
Yang membuat pernyataan,

Putri Yantamara

ABSTRACT

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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 Education Department at Universitas Muhammadiyah Sumatera Utara. It identified the pitfalls and potentials of using QuillBot from the students' perspective. A qualitative descriptive approach was used, with data collected through semi-structured interviews with 20 participants. The findings showed that 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 about potential 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 will explore strategies to maximize their benefits while reducing their potential disadvantages.

Keywords: *QuillBot, Descriptive Qualitative, Writing Performance, Perspective.*

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Assalamu'alaikum Warahmatullahi Wabarakatuh

Alhamdulillah, praise and gratitude, prayed to the presence of Allah SWT, who has given grace and health. Without it, the researcher cannot complete this research. Sholawat and greetings are poured to our Prophet Rasulullah SAW, who has brought human from darkness to the lightness.

The research entitled "Using QuillBot as AI Versatile Writing Assistant for Writing Performance: Pitfalls and Potentials", is submitted in partial fulfillment of the requirements to obtain a sarjana degree in the English Education Department. During the research process, the researcher faced many obstacles, and of course without the help of many parties, it was not possible for the researcher to complete this research. Therefore, the researcher would like to express her deepest gratitude to her parents, Rustam, S.Pd and Sugianti, S.Pd for their prayers, advice, and moral and material support from her birth until now. Then, the researcher would also like to thank:

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Medan, 28 Agustus 2024

The Researcher

Putri Yantamara

2002050047

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CHAPTER I

INTRODUCTION

1.1   The Background of the Study

To this day, a wide variety of advanced technologies have been created to assist students in their academic pursuits. Therefore, they have become an important asset that students, especially those who are learning English, need and cannot ignore. English proficiency is usually associated with the essential ability to write effectively. Proficiency in a foreign language is more difficult for students than in other academic subjects, according to Kha and Yen (2022), writing is an essential and challenging skill that students must acquire during their academic journey. As clarified by Geiser and Studly (2001), 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. 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. Technology offers a wide variety of applications that can be an excellent tool for students, especially those learning English as a foreign language (EFL), to improve their proficiency in the four essential language skills: listening, speaking, reading and writing.

To excel in academic courses like research methodology or graduation projects, students must have a profound ability to conduct innovative research. In

line with McInnis (2009), paraphrasing was often used in scientific writing and was considered a sophisticated skill in academic writing. Paraphrasing was an advantageous technique in scientific writing that allowed for the assessment of students' research abilities, including their understanding of the written material and their proficiency in articulating it using their language. Students who needed more skills may have had challenges in preparing their research papers or projects. Inadequate paraphrasing methods, as highlighted by Ramadhani (2019), could have led to unintentional plagiarism and undesirable writing outcomes.

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). When writing sentences, essays, or paragraphs in English, students could use paraphrasing as a tool. This strategy aimed to develop students' ability to develop and organize ideas accurately and coherently while following a logical language structure so as not to change the intended meaning of a text or essay. Paraphrasing was a crucial academic talent in writing as it allowed individuals to effectively develop and demonstrate their understanding of subjects (Hudson, 2006).

Online grammar and spell check software is essential in the process of teaching and learning English. Thus, problems such as writing errors can be effectively addressed through the continuous advancement of advanced technology. Moreover, artificial intelligence is also developing at a rapid pace, leading to widespread discussions about its presence. Artificial intelligence is anticipated to yield many advantages in various fields, especially in the field of education. The

goal of AI is to assist and streamline human tasks. There are many examples of products produced by AI, 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. QuillBot offers two versions: a paid version and a free version. The free edition imposes a limit of 125 characters for paraphrasing in a single instance. In contrast, the premium version allows customers to increase the maximum character threshold to 10,000. Premium users can paraphrase in various modes, such as standard, fluent, formal, simple, creative, expand, shorten, and custom. In contrast, the accessible version of QuillBot only provides standard and fluency modes.

Some researchers have investigated the utilization of paraphrasing tools as a means to assist students in overcoming the difficulties associated with paraphrasing in writing aids. 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. Chen et al. (2013) conducted a research in which they created a corpus-based paraphrasing tool to improve EFL learners' writing skills. The findings from the research showed that the PREFER online corpus-based paraphrasing tool can provide substantial assistance to English as a Foreign Language (EFL) students who struggle with paraphrasing to fulfil writing requirements and improve their writing ability.

Most of the current research focuses on identifying linguistic difficulties faced by English as a Foreign Language (EFL) learners when trying to rephrase sentences or using online paraphrasing tools by students. However, these studies should consider students' perspectives and opinions regarding the challenges and possibilities of using QuillBot. Therefore, the researcher was interested in addressing the issue of QuillBot usage from the student's perspective. This research aims to investigate the use of QuillBot as a software assistant in academic writing. Specifically, this study focused on identifying the challenges and possibilities that students face when using QuillBot to assist them in paraphrasing their writing.

1.2   Research Focus

The research focused on writing and was limited to EFL students' perspective on using QuillBot in academic writing. The perspectives researched were regarding the pitfalls and potentials in using QuillBot in academic writing.

1.3   The Formulation of the Problems

Based on the above backgrounds, the research problems are formulated as:

1. What are the pitfalls and potentials in scientific writing of using QuillBot in academic writing from the perspective of the 8th - semester students of English Education Department at Universitas Muhammadiyah Sumatera Utara?

2. Why QuillBot can be pitfalls and potentials in academic writing based on the perspective of 8th- semester students of English Education Department at Universitas Muhammadiyah Sumatera Utara?

1.4 The Objective of the Study

Concerning with the previous problem of the study, the objectives of the study comprises:

1. To find out the pitfalls and a potentials in academic writing using QuillBot from the perspective of the 8th- semester students of English Education Department at Universitas Muhammadiyah Sumatera Utara.

2. To investigate the reasons why QuillBot can be potentials and pitfalls in academic writing based on the perspective of 8th- semester students of English Education Department at Universitas Muhammadiyah Sumatera Utara.

1.5 The Significance of the Study

The results of the research are expected to be theoretically and practically valuable.

1. Theoretical

The theoretical advantage of this research is its contribution to the existing theory, providing research findings that can serve as a reference for future literature research, particularly in QuillBot usage.

2. Practical

This research is expected to increase the use of QuillBot to:

1. Students, the result of the research can use as the sources of information especially about QuillBot.

2. Lecturers, this research can help them to improve their teaching in academic writing.

3. Other researcher, this research can add the information to do the same research but different point of view.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theretical Framework

Theoretical research was a supporting factor because the theories related to the variables under research were described in this theoretical research.

2.1.1 Writing Performance

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. Writing performance included the capacity to communicate ideas effectively in a coherent and organized manner. In academic settings, evaluation of writing ability was usually done through various written assignments that measured writers' proficiency in expressing their ideas. Therefore, the ability to communicate effectively through writing was closely related to one's writing performance.

In addition, 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 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. According to Petchprasert (2020), receiving constructive comments from readers or teachers is essential to improving writing skills.

Various tactics could be applied to improve writing skills. Valdivia and Morales (2022) developed a cognitive process theory in writing that included the stages of reflection, autonomy, in-depth treatment of information, and revision as the main activities to evaluate meaning and structure. The efficacy of this process writing technique has been proven to improve the quality of writing. Furthermore, Graham and Perin (2007) highlighted the importance of peer review in allowing writers to recognize flaws in their writing and gain valuable feedback. Writers could improve their proficiency in producing superior and well-organized written content by applying this tactic.

The advent of information technology brought about significant changes in writing proficiency. According to Vicentini and Gui (2022), incorporating technology into writing improved the technical aspects and facilitated collaboration and communication among writers. Grammar apps, writing software, and online education platforms have simplified the writing process and empowered writers to produce writing of superior quality. Furthermore, Hyland (2003) emphasized that technology could provide quick and comprehensive feedback, which was advantageous for continuous improvement. Therefore, technology became an essential instrument in improving the effectiveness and productivity of the writing process.

Evaluation of writing ability was done using rubrics that covered many criteria, including organization, substance, grammar, and style. Izzah and Wulandari (2023) argued that a well-defined and organized evaluation rubric could facilitate the delivery of impartial and helpful comments to writers. Utilizing rubrics

allowed evaluators to discover strengths and weaknesses in writing methodically. Alnasser (2022) emphasized that effective use of assessment rubrics could improve the quality of writing and inspire writers to improve their skills continuously. Through comprehensive and organized evaluations, writers could gain insight into specific areas that needed improvement and strategies to improve them.

2.1.2 Artificial Intelligence (AI) in Learning

Artificial Intelligence (AI) has significantly impacted various domains, including education. In the past, AI technologies like machine learning, natural language processing, and recommendation systems were developed to improve learning. AI could analyze vast amounts of data and make accurate predictions, leading to personalized and optimized learning experiences for individual students. The potential of AI in education to enhance the efficiency and effectiveness of teaching and learning is substantial.

AI could transform learning by offering a more individualized and adaptive learning experience. AI technology could assess students' specific needs and provide appropriate recommendations for learning materials, improving the effectiveness and efficiency of the learning process. Additionally, AI facilitated rapid and accurate automated assessment, delivering immediate feedback to students and assisting teachers in identifying areas needing improvement. AI also simplified classroom management and administration by automating routine tasks

like scheduling and student data management. All these factors contributed to improving the quality of education and enriching students' learning experiences.

While using AI in education offered numerous benefits, it also faced several challenges. One critical obstacle was the ethical and privacy concerns surrounding student data. Addressing these concerns required implementing appropriate policies and regulations. Moreover, there were apprehensions about excessive reliance on technology, which could diminish interpersonal engagement in education, a crucial aspect of students' social and emotional development. The issue of unequal access to technology was also significant, as not all students had equal access to the necessary equipment and internet required to utilize AI fully. Therefore, comprehensive approaches were needed to ensure that all students could benefit from AI in education.

AI was expected to become more widely integrated into the education system, leading to more extensive and profound transformations. The development of more sophisticated AI technology would create opportunities for innovations in teaching and learning methods. However, it was crucial to ensure that these advancements were accompanied by policies that guaranteed the ethical and equitable use of AI. Investments in technology infrastructure and teacher training were essential for successful AI adoption and ensuring a fair and beneficial outcome. When approached correctly, AI has the potential to significantly improve the quality of education and create a learning environment that is both adaptable and inclusive.

2.1.2.1 Artificial Intelligence as Paraphrase Tool in Academic Writing

Nowadays, various AI-powered technologies, such as QuillBot, assist writers in paraphrasing texts. Malik et al. (2023) conducted research that found this tool improved writing efficiency and prevented plagiarism. QuillBot used advanced algorithms to produce superior paraphrases while maintaining the intended meaning of the original text. 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.

QuillBot not only increased efficiency but also improved linguistic accuracy in academic writing. Research conducted by Awidi (2024) highlighted the ability of AI-powered paraphrasing tools to identify and correct grammatical and sentence structure errors commonly found in academic writing. This was particularly beneficial for writers who were not native English speakers as it could assist them in formulating superior and more sophisticated phrases. In addition, QuillBot came with various tools that allowed users to personalize the style and tone of their writing to meet academic requirements. According to research by Nurmayanti and Suryadi (2023), the use of QuillBot could help students reduce plagiarism. This chapter discusses how QuillBot functioned as a paraphrasing tool in the context of academic writing.

However, although QuillBot offered many advantages, its utilization also posed specific problems. Walker and Malik et al. (2023) argued that there was a potential danger for writers to develop an over-reliance on this instrument, leading to a decrease in their capacity to think critically and write independently. In

addition, there were concerns about academic authenticity and honesty, as paraphrases generated by AI might need to represent the author's understanding of the content accurately. Therefore, users should have used QuillBot as an assistive tool rather than relying on it as a complete replacement for cognitive and compositional processes. Additional investigations conducted by Moorhouse et al. (2023) suggested that writers should continue to perform manual review procedures to guarantee the authenticity and excellence of writing.

In general, QuillBot and other paraphrasing systems that utilized artificial intelligence had a beneficial effect on academic writing, especially in terms of linguistic effectiveness and excellence. However, their utilization required careful understanding and a commitment to upholding academic honesty. Research by Han et al. (2021) validated that integrating technical capabilities and human skills resulted in superior and more significant academic writing. Therefore, it was imperative to advance these tools and conduct more investigations to understand their effects better. Therefore, the researcher aimed to gain insights from the student's perspectives on the limitations and possibilities of using QuillBot in the context of academic writing.

2.1.3 QuillBot

These days, various AI-powered technologies, such as QuillBot, are used to assist writers in paraphrasing texts. Malik et al. (2023) conducted research that found that this tool improved writing efficiency and prevented plagiarism. QuillBot used advanced algorithms to produce superior paraphrases while maintaining the

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In general, QuillBot and other paraphrasing systems that utilized artificial intelligence had a beneficial effect on academic writing, especially in terms of linguistic effectiveness and excellence. However, their utilization required careful understanding and a commitment to upholding academic Artificial Intelligence (AI), which has advanced quickly in recent years, particularly in academic writing. QuillBot, an artificial intelligence (AI) powered paraphrasing tool, has gained significant attention for enhancing the calibre of academic writing. According to Fitria (2023), paraphrasing technologies such as QuillBot could assist students and researchers in circumventing plagiarism and enhancing the lucidity of their written work. Furthermore, research conducted by Nurmayanti and Suryadi (2023) showed that the use of QuillBot could help students to reduce plagiarism. This chapter was explore the operational mechanisms of QuillBot as a paraphrasing tool, specifically within the realm of academic writing.

QuillBot employed artificial intelligence (AI) technology to restructure phrases while preserving their original meaning. This tool enabled academic authors to modify the arrangement of phrases and words, thus enhancing the uniqueness of their 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.

Even though QuillBot had numerous advantages, there were also disadvantages and constraints. One was that QuillBot's paraphrase findings were only sometimes accurate and could alter the text's original meaning. Furthermore, the tool's limited ability to handle specific languages and cultural contexts raised questions about its contextual knowledge. Latifah et al. (2024) also stressed how crucial human oversight was while utilizing QuillBot to guarantee textual accuracy and intelligibility. Therefore, QuillBot usage should be supplemented with a manual assessment to guarantee the final calibre of academic writing.
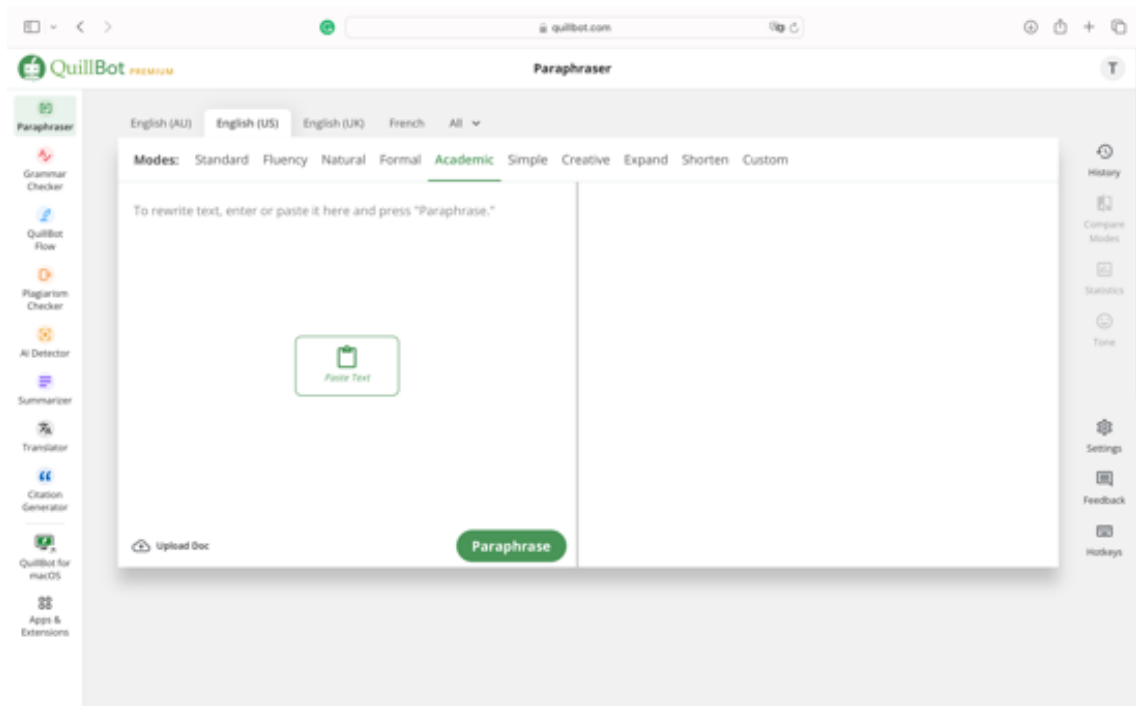
Figure 2.1 QuillBot Appearance in Website Platform

Utilizing QuillBot as a paraphrasing tool in academic writing significantly impacted education and research. Lampou (2023) asserted that tools such as QuillBot could aid academic writers in generating more authentic and significant writing. Nevertheless, users must comprehend the constraints and regulations of these tools and continue to perform manual evaluations to guarantee the writing's excellence. QuillBot should be utilized as a supplementary instrument rather than a comprehensive substitute in the writing procedure. Therefore, additional investigation was required to enhance the use of AI techniques in academic writing.

2.2   Previous Related Study

This research has some relationships to the previous findings of the research, such as:

1. Sulistyaningrum (2021), in her journal entitled "Utilization of Online Paraphrasing Tools to Overcome Students' Paraphrasing Difficulties in Literature Reviews". Which aims at overcoming students' paraphrasing difficulties in writing literature reviews. The researcher used a questionnaire divided into part 1 and part 2. The researcher of this journal here only focused on overcoming students' paraphrasing difficulties in writing literature reviews and the results of the research revealed many benefits of using online paraphrasing tools, but in this research the researcher did not examine students' perspectives on the use of QuillBot.

2. Chen et al. (2013), in their journal entitled "Developing a corpus-based paraphrase tool to improve EFL learners' writing skills". Individuals who

3. created a corpus-based paraphrasing tool to improve the writing skills of English as a Foreign Language (EFL) learners. The findings suggest that an online corpus-based paraphrasing tool, known as PREFER, can offer substantial assistance to English as a Foreign Language (EFL) students who struggle with paraphrasing. The previous researcher focused on tools that can help college students fulfil the requirements of writing assignments and improve their writing skills, whereas this research wants to focus on identifying the pitfalls and potentials that students face when using QuillBot to assist them in paraphrasing their academic writing.

4. Fitria (2021), in her journal entitled "Utilizing Artificial Intelligence-Based Paraphrasing Tools in EFL Writing Classes: Focus on University of Indonesia Students' Perceptions". Which focuses on a review of the use of QuillBot as an AI tool system for teachers and students in paraphrasing and rewriting English writing in both the free and premium versions. The researcher here also discusses the students' perspective but the research focuses on determining the relative importance of each element in students' use of AI-based paraphrasing specifically QuillBot, whereas the issue of students' perspective in using QuillBot is not addressed in this journal. Therefore, the researcher felt that this research should also consider students' perspectives and opinions regarding the difficulties and potential of using QuillBot.

2.3   Conceptual Framework

AI is a technology widely used today, including in the world of education. Artificial intelligence has been commonly used in the world of education to help teachers and students in learning activities and teaching activities, especially AI paraphrasing. Based on this, the widespread use of AI certainly has various effects on students, especially on scientific writing. Therefore, through this research, the researcher intends to investigate how students perceive the potential and obstacles they face when using QuillBot in scientific writing.

This research explored the use of QuillBot as an AI tool for versatile writing, focusing on the perspective of EFL students. The analysis centered on students' perspective, which were categorized into two main areas: pitfalls and potential. 'Pitfalls' represented the challenges and limitations students faced when using QuillBot for academic writing, while 'potential' highlighted the positive benefits and possibilities it offered. These insights were then consolidated into a series of findings, providing a balanced view of QuillBot's impact. Ultimately, this research aimed to present a comprehensive perspective on the use of QuillBot in academic writing from the perspective of EFL students.

Based on the above description, the researcher's concept for researching QuillBot as an AI versatile writing assistant for writing performance can be described as follows:

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┌─────────────────────────────────────┐
│  Using QuillBot as AI Versatile      │
│  Writing Assistant for Writing       │
│  Performance                         │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  Analysis from the student's         │
│  perspective                         │
└─────────────────────────────────────┘

    ┌──────────┐        ┌──────────┐
    │ Pitfalls │        │Potentials│
    └──────────┘        └──────────┘

            ┌────────────┐
            │  Findings  │
            └────────────┘

    ┌─────────────────────────────────┐
    │  Perspective of EFL Students     │
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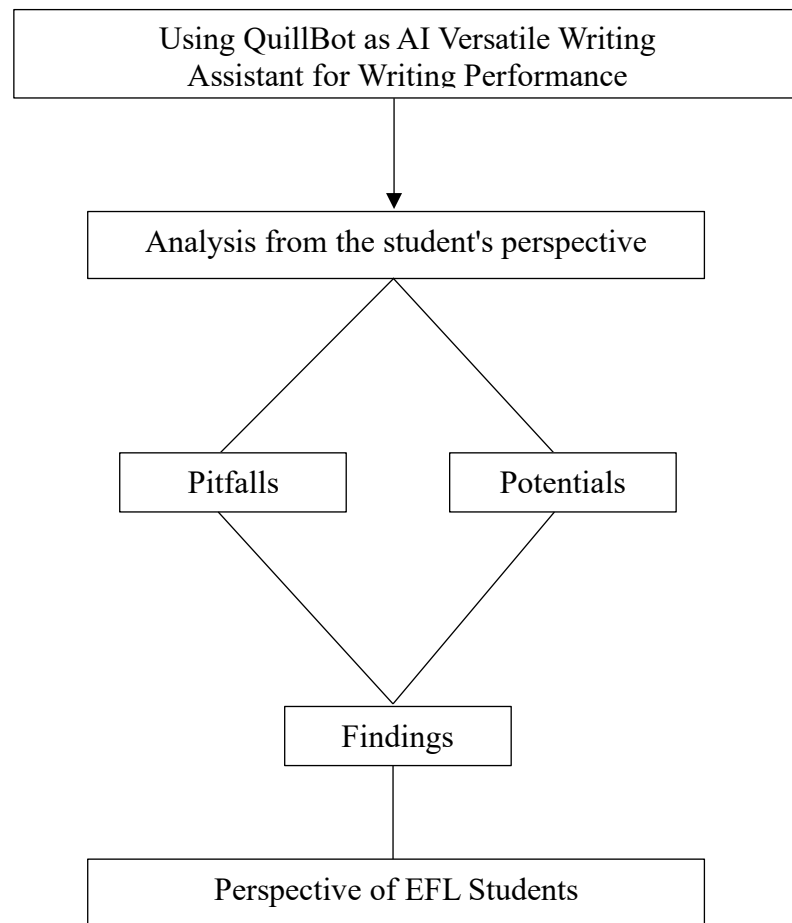
Figure 2.2 Conceptual Framework

CHAPTER III

METHODE OF RESEARCH

3.1   Research Design

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. This design was selected based on its ability to offer a comprehensive comprehension of the phenomenon being studied, with a specific emphasis on user experiences and perceptions. This research addresses the need for more research on the impact of QuillBot, a recently developed tool, on writing performance. Furthermore, a qualitative methodology enables researchers to capture subtle intricacies and intricacies that may not be evident in a quantitative approach. Hence, this research was offer a more thorough understanding of the capabilities and drawbacks of utilizing QuillBot.

The qualitative descriptive design was selected for multiple rationales. The primary objective of this research is to provide a detailed account of users' encounters with QuillBot, employing qualitative research methods as the most efficient approach (Creswell, 2019). Furthermore, this approach enables researchers to get comprehensive and detailed information by utilizing semi-structured interviews (Merriam & Tisdell, 2016). Furthermore, this architecture easily adjust and respond to the evolving dynamics of research in the field. Ultimately, using qualitative approaches enabled the researcher to thoroughly

examine the drawbacks and possibilities of QuillBot within its authentic usage environment.

3.2   The Subject and Object of the Research

The subjects of this study were university students who used QuillBot for academic writing purposes. Participants were selected based on certain criteria, such as the frequency of using QuillBot and the purpose of its use, to ensure that they had relevant and significant experiences with the tool. Therefore, the most suitable subjects for this study are the 8th - semester of EFL students who are still active in lectures or are currently taking 8th - semester in the 2023-2024 academic year at FKIP UMSU. Students from class 8A - Morning were chosen as research subjects because they fulfilled the required criteria. Researchers only used one class as a research subject due to limited availability of participants.

3.3   The Sources of the Data

This research examines the use of QuillBot as an AI-based writing assistant in academic writing performance. It was examine how students use QuillBot, the perceived benefits, the difficulties encountered, and the general impact on the writing process and outcomes. Based on the students' experiences and perceptions, the research was also explore the potential and pitfalls of using QuillBot.

3.4   The Research Instrument

The research instrument constitutes an integral component of the data collection methodologies. According to Creswell (2012: 9), the process of data collection involves the identification and selection of individuals for a research, obtaining their informed consent, and the acquisition of information through the administration of surveys or the observation of their behaviors. Data collection for this research was facilitated through the interview method.

Interview

The researcher employed semi-structured interviews to gather in- depth information about EFL learners' experiences with AI-powered translation tools. Researcher used mobile phones as a tool to record interview data. Note-taking techniques were another instrument for obtaining additional information during interviews. By conducting semi-structured interviews with EFL learners, researcher obtained valuable insight into their perspectives regarding the contribution of AI technologies to translation quality. The interviews permit an in-depth exploration of their experiences, perceptions, and strategies, providing a nuanced comprehension of how AI technologies are perceived and utilized in translation.

The interview questions/contents were formulated informed by the researchers' teaching experience and reference to prior studies conducted by Chiu et al. (2023), Cahyono & Rahayu (2020), Yashima et al. (2009), and Gupta & Woldemariam (2011). The researcher administered a semi-structured interview to each participant, which had a duration of around 5-10 minutes. Subsequently, the

interview data underwent content analysis using Braun and Clarke's (2006) framework for examining qualitative data.

3.5 Technique of Analyzing the Data

After the data were completely collected, the data were analyzed using techniques from Miles, Huberman, and Saldana (2014), such as:

1. **Data Condensation**

   Data condensation is the process of selecting, focusing, simplifying, abstracting, and modifying data in the text of field notes, interview transcripts, papers, and other empirical materials (Miles, Huberman, & Saldana, 2014). Interview answers were selected and simplified to find out the meaning of respondents regarding students' perspectives on the constraints and potential of using QuillBot in writing scientific papers.

2. **Data Display**

   Then, the data was displayed. Seeing the display helped to understand what was happening in the field. Researchers was display and understand data regarding student perspectives on the constraints and potential for using QuillBot in writing scientific papers from student answers in interviews.

3. **Conclusion Drawing/Verification**

   In this last step, before concluding the data, researchers must group categories based on students' perspectives on the obstacles and potential use of QuillBot students face when writing scientific papers. Afterward, researchers interpret

the data to be displayed and conclude students' perspectives on the obstacles and potential of using QuillBot when writing scientific papers.

CHAPTER IV

RESULT AND DISCUSSION

4.1 Result

As explained in Chapter 3, this research used a qualitative approach and focused on the population of the 8th - semester students in the English Education Department at FKIP UMSU. The data collection method used in this research was semi-structured interviews. A total of 20 students were interviewed. This research aimed at investigating students' perspective regarding the use of QuillBot in the context of academic writing, and finding the pitfalls and potentials that students faced when using QuillBot for academic writing. The discussion below explained the results of the research that had been conducted.

Table 4.1 Students Data

No	Respondent Name	Class	Date
1	DW	8.A Morning	16th July 2024
2	DPR	8.A Morning	16th July 2024
3	SPA	8.A Morning	16th July 2024
4	DAP	8.A Morning	16th July 2024
5	S	8.A Morning	16th July 2024
6	PM	8.A Morning	16th July 2024
7	IMS	8.A Morning	16th July 2024
8	SS	8.A Morning	16th July 2024
9	Y	8.A Morning	16th July 2024
10	DJR	8.A Morning	16th July 2024

11	EWH	8.A Morning	16th July 2024
12	IHR	8.A Morning	16th July 2024
13	NPA	8.A Morning	16th July 2024
14	ARL	8.A Morning	16th July 2024
15	YDCR	8.A Morning	16th July 2024
16	J	8.A Morning	16th July 2024
17	RV	8.A Morning	16th July 2024
18	WJ	8.A Morning	16th July 2024
19	NF	8.A Morning	16th July 2024
20	VA	8.A Morning	16th July 2024

4.2 Data Analysis

4.2.1 Benefits Of Using QuillBot in Academic Writing Based on Students

Perspective

At that time, students in academic environments were increasingly utilizing digital tools to enhance their writing skills, and QuillBot had emerged as a popular option. QuillBot provided a variety of tools to help students strengthen their academic writing. These tools included quick paraphrasing, grammar checking, and vocabulary enhancement. From students' viewpoint, the tool served the dual purpose of facilitating the creation of lucid and succinct information, as well as playing a crucial part in preventing plagiarism by paraphrasing sentences while preserving the original intent. QuillBot enabled students to cultivate a refined and genuine writing style, making it an indispensable tool in the realm of academic

writing. Hence, the researcher aimed at exploring the students' viewpoints regarding the advantages they experienced when utilizing QuillBot for academic writing.

Some of the statements below were responses from the interview results on the topic of the benefits of QuillBot in academic writing.

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

Table 4.2.1 Interview Data

No	Respondent Name	Responses
1	DW	*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*
2	DAP	*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*
3	S	*The biggest benefit i feel when I used QuillBot it is can help me to build and create a good sentences*
4	PM	*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*

The four statements clearly indicated that using QuillBot for academic writing had multiple benefits for students. These 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,

which was especially helpful for complicated academic papers. Students also valued QuillBot's adept substitution of grammatical units and paraphrase skills, which resulted in a polished and understandable final work. QuillBot was overall appreciated for its capacity to significantly improve the quality of scholarly writing.

4.2.2 The Difficulty of Using QuillBot in Academic Writing Based on Student Perspective

The difficulty of using QuillBot in academic writing from students' perspective was an essential topic for the researcher who intended to evaluate the effectiveness of this tool. The results of interviews conducted by the researcher revealed that several students had difficulties using QuillBot. Khalifa et al. (2024) suggested that understanding these difficulties was crucial to developing a tool that was more responsive to students' needs. Therefore, the researcher presented the answers from the interview results regarding the difficulties in using QuillBot in academic writing based on students' perspectives.

Some of the statements below are responses from the interview results on the topic of the difficulty of using QuillBot in academic writing based on student perspective.

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

Table 4.2.2 Interview Data

No	Respondent Name	Responses
1	DJRC	*The difficulty is that sometimes the changed words are too far from the original meaning of the text.*
2	VA	*Sometimes QuillBot experiences technical errors that cause the vocabulary to change meaning.*
3	J	*Difficulties Sometimes there are inaccuracies in paraphrasing or suggestions.*
4	DW	*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.*

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. Furthermore, there were technical complications that resulted in alterations to the intended meanings of the produced words. Hence, additional examination was necessary to ensure the preservation of the initial significance.

Regarding responses from respondents who had experienced no difficulties when using QuillBot for academic writing, here are their statements.

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

Table 4.2.2.1 Interview Data

No	Respondent Name	Responses
1	IMS	*I almost never experience difficulties when using QuillBot because it is very easy to use.*
2	SS	*I had no problems using QuillBot.*
3	Y	*No, I never getting any difficulties while using QuillBot.*
4	EWH	*No, I actually feel very helped because using QuillBot is so practical and easy to understand.*

Based on the four statements provided, students exhibited no difficulties whatsoever while utilizing QuillBot for academic writing. They perceived QuillBot as highly user-friendly, efficient, and comprehensible. QuillBot had shown to be an invaluable and seamless tool for these students, supporting their academic writing process without any notable issues or difficulties.

4.2.3 The Role of QuillBot in Paraphrase Quality

A recent research examined the role of QuillBot on paraphrase quality. In a 2024 research conducted by Latifah., et al (2024), it was discovered that QuillBot greatly enhanced the accuracy of paraphrasing by preserving the original content while altering sentence structure and crucial vocabulary. Furthermore, QuillBot mitigated the likelihood of copying by providing a more comprehensive range of innovative and imaginative alternatives in scholarly writing. Nevertheless, studies

indicated that while QuillBot could enhance the caliber of paraphrasing, students still had to perform a thorough evaluation to guarantee coherence and precision within a specific context. Hence, QuillBot played a significant role in enhancing the quality of paraphrasing while still necessitating active user involvement. Consequently, the researcher conducted a more thorough investigation into the impact of QuillBot on the quality of paraphrasing as perceived by students.

Regarding responses from respondents who had experienced the role of QuillBot in paraphrase quality, here are their statements.

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

Table 4.2.3 Interview Data

No	Respondent Name	Responses
1	RV	*There is a difference when using QuillBot and not using it and it greatly affects our writing.*
2	NPA	*The result of using this AI is that the quality of writing becomes better and improves vocabulary level compared to not using AI.*
3	Y	*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.*
4	SS	*When using QuillBot, the quality of the writing produced usually improves in terms of grammatical correctness, sentence structure, and fluency.*

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. It enhanced vocabulary proficiency by offering a refined and scholarly approach to paraphrasing. It facilitated word form changes and enhanced the overall writing quality, surpassing the quality achieved without using it. It played a crucial role in enabling the production of superior paraphrases and aiding the enhancement of academic writing proficiency.

Recognizing QuillBot's significant impact on students' academic writing, the researcher additionally investigated the frequency with which students utilized QuillBot in their academic writing. The researcher obtained the following statements from the interviews which were conducted.

Regarding responses from respondents who had experienced the role of QuillBot in paraphrase quality, here are their statements.

Question: *How often do you rely on QuillBot to complete academic writing tasks?*

Table 4.2.3.1 Interview Data

No	Respondent Name	Responses
1	NPA	*I always use this AI, when, writing academic assignments*
2	EWH	I very often, I even rely on QuillBot for my academic writing.
3	IMS	*Almost every time I do an assignment, I always use QuillBot to help make better writing.*

4	PM	*I quite often use QuillBot. to help my writing be better and more academic because apart from being easy, QuillBot also helps me learn new grammar that I don't know yet.*
5	DW	*I tend to use QuillBot regularly, especially when I need help paraphrasing or correcting grammatical errors. However, I also try not to rely too much on this tool so that I can continue to develop my writing skills independently.*
6	NF	*Sometimes.*
7	RV	*Not so often in the use of QuillBot. only when needed when writing. because QuillBot itself has a time limit for its active period. so only use it when needed.*

Based on the seven statements stated, the utilization of QuillBot in academic writing significantly impacted and was popular among students. QuillBot was commonly utilized by students to enhance their academic work, particularly by refining writing, paraphrasing, and grammar. QuillBot was often the main tool that certain students depended on to assist them in their writing. Some students infrequently utilized QuillBot. Typically, students only resorted to QuillBot when necessary because they had limited time to use the program or preferred to foster their writing talents autonomously. However, QuillBot was still considered a valuable tool in academic writing, although its usage level varied among students.

4.2.4 The Effective QuillBot Features in Improving Writing Quality

The efficacy of QuillBot's features in enhancing writing quality had been the subject of several recent research. A research conducted by Wahyuningsih, S. (2024) demonstrated that using QuillBot's paraphrasing and grammatical checking functionalities greatly enhanced the accuracy and fluency of academic writing. The paraphrase function assisted users in avoiding plagiarism by effectively rewording

lines without altering the original intent. In contrast, the grammar check function guaranteed that work lacked prevalent grammatical mistakes. Furthermore, QuillBot provided the ability to select the level of formality and writing style appropriate for educational needs. QuillBot's qualities collectively contributed to its effectiveness in enhancing the quality of academic writing. However, whether the features presented by QuillBot were effective enough in academic writing was still questionable, hence the researcher wanted to find out from the results of the respondents' interview answers.

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

Table 4.2.4 Interview Data

No	Respondent Name	Responses
1	RV	*I think there are several features in the use of QuillBot and they have very beneficial functions. so that we can make our writing creative.*
2	J	*I think it needs to expand vocabulary options and improve citation features.*
3	VA	*Yes, there is. QuillBot needs to improve the quality of its summary to be more detailed in drawing conclusions.*
4	Y	*The features or functions of QuillBot that need to be improved is on the free feature, sometimes the standard mode not all changes and the sentence seems nothing changed*
5	DW	*I think QuillBot could be improved by adding more contextual paraphrasing options, for example, allowing users to choose a certain writing style or level of formality. Also, the ability to handle technical terms or discipline-specific jargon could be improved.*

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. Some students felt that QuillBot's features were effective in making writing more creative and helpful in academic writing in general. However, some students wanted improvements to some features, such as expanding vocabulary options, improving summary quality, and handling technical terms or discipline-specific jargon. In addition, the standard mode of the free version was often felt to be suboptimal as the changes made were not significant. Therefore, although QuillBot was already quite effective, there was still room for further development to better suit the academic writing needs of students.

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

The long-term use of QuillBot in academic writing had great potential while presenting some obstacles. QuillBot was a valuable tool for enhancing writing quality, aiding students in enhancing their grammar, sentence structure, and vocabulary. However, there were concerns that over-reliance on QuillBot might hinder the development of independent writing skills. Marzuki et al., (2023) emphasized the significance of comprehending the long-term experiences of students who utilized QuillBot to discern the positive and negative effects of this instrument. QuillBot may have faced difficulties in dealing with intricate situations or specialized technical terminology, diminishing its efficacy in advanced academic writing. To gain more insights, the researcher conducted interviews with the respondents to gather information on their experiences with long-term usage of

QuillBot in academic writing. So that the researcher could learn more about the students' views while using QuillBot.

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

Table 4.2.5 Interview Data

No	Respondent Name	Responses
1	DW	*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.*
2	PM	*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.*
3	SS	*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.*
4	EWH	*The long-term use of QuillBot to help with academic writing will have an impact on one's own language, and knowledge will increase. Of course, adding new vocabulary and also improvements in better writing.*

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. Students,

especially those who were studying English education, felt that using QuillBot could make their writing more academic and improve their English fluency. However, it was also important not to rely too much on this tool so that critical thinking skills and independent writing abilities were developed. Overall, QuillBot could be an invaluable tool in supporting the improvement of academic writing, provided it was used wisely.

Table 4.2.5.1 Interview Data

No	Respondent Name	Responses
1	SPA	*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.*
2	IHR	*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.*
3	ARL	*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.*
4	WJ	*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..*

Not only positive responses but some respondents gave negative responses to the long-term use of QuillBot in writing. From the four statements above, the

long-term use of QuillBot in academic writing **had** a significant negative impact. More reliance on this tool **risked** reducing students' ability to develop academic writing skills independently, **inhibiting** the development of critical thinking, and **reducing** creativity in writing. In addition, the constant use of QuillBot **could** lead to a decrease in originality in written work, resulting in sentences that **sounded** generic and non-unique, which **could** ultimately undermine the academic integrity of the writer. This reliance **could** also reduce the in-depth understanding of the written material, as students **might** need more time to digest the information and ideas they **were** writing about fully. Lastly, long-term use of QuillBot **may have made** students neglect developing their language and grammar skills, relying too much on this tool to improve their texts.

4.3 Discussion

4.3.1 Students' Perspectives on the Potential Use of QuillBot as an Academic Writing Tool

QuillBot proved to be highly beneficial for students, significantly enhancing the quality of their academic work. Yoandita & Hasnah, (2024) stated, It helped individuals improve their sentence organization, refine their language structure, and increase the clarity of their writing. Additionally, it simplified the process of paraphrasing, assisting students in avoiding plagiarism while maintaining the original intent of the modified text. Students also recognized QuillBot's ability to enhance vocabulary and grammar as essential components in producing top-notch academic writing. Therefore, QuillBot was regarded as a tool that improved writing

productivity while also assisting students in developing a more sophisticated and authentic writing approach.

Moreover, students viewed QuillBot as a highly efficient instrument for enhancing English language acquisition, particularly in terms of mastering grammar and expanding vocabulary. QuillBot not only assisted in improving sentence construction but also facilitated students' learning by providing them with opportunities to learn English through the modifications it suggested. Regular use of QuillBot could help students enhance their understanding of grammar principles, sentence organization, and appropriate application of language in academic settings. QuillBot played a crucial role in assisting students in producing writing that was of higher quality, better organized, and adhered more closely to academic standards.

QuillBot has the potential to become an indispensable aid in academic writing in the future. Students discovered that using QuillBot improved their ability to produce more effective and precise written work while also enhancing their understanding of the English language (Fitria, 2023). The instrument was also believed to boost students' confidence in their writing as they could observe improved results from their writing endeavors. QuillBot could enhance students' writing skills over time, leading to an eventual improvement in their overall academic performance. Consequently, students highly praised the extended use of QuillBot for its significant contribution to their academic achievements.

Although QuillBot had the potential to be beneficial, students also acknowledged the importance of using it judiciously to ensure that it genuinely

provided the most advantages. Despite the numerous benefits offered by QuillBot, students strived to strike a balance between using this tool and engaging in independent writing endeavors. They recognized that QuillBot was a powerful tool, but achieving success in academic writing also depended on their ability to analyze and structure ideas independently. By utilizing QuillBot as a tool, students could enhance their writing proficiency while further developing crucial cognitive abilities such as critical thinking and creativity, which are essential in the academic realm.

4.3.2 Students' Perspectives On The Challenges Of Using QuillBot As An Academic Writing Tool

Of course, when using assistive devices or AI, students must face several challenges, based on previous research conducted by Rahayu, (2023) regarding the influence of AI in education. It was said that there were definitely challenges in using AI, ranging from ensuring the validity and reliability of AI to overcoming technological dependence and cost constraints. It was evident in an investigation conducted into the pitfalls faced by students when using QuillBot as a tool for academic writing, which revealed significant concerns about their reliance on this utility. From the students' perspective, prolonged use of QuillBot may have reduced their capacity to develop writing skills independently. Relying on this technique may have hindered the progress of analytical thinking and originality in writing. Overusing QuillBot may have caused students to develop an over-reliance on the tool, resulting in a decrease in their capacity to write with creativity and ingenuity.

As a result, students may have needed to make more effort to correct mistakes or imperfections in their writing.

Moreover, QuillBot could generate phrases that exhibited excessive generality and lack distinctiveness, posing a possible threat to the writer's academic integrity and reputation. Excessive reliance on QuillBot among students could lead to a decline in their capacity to effectively communicate their thoughts with clarity and precision as they become dependent on this technology for constructing coherent sentences. This type of dependence could also result in a reduction in the level of comprehension of the written material, as pupils might need to assimilate the facts and concepts they were writing about thoroughly. This issue was particularly significant in academic writing, as it required a profound comprehension of the subject matter.

Students had also disclosed that QuillBot occasionally generated paraphrases that could be more consistently accurate, potentially resulting in misinterpretation, mainly when working with specialized or technical academic content. The presence of this error had the potential to result in expensive misinterpretations, particularly in academic settings where accuracy was of utmost importance. Furthermore, the alterations made by QuillBot could deviate excessively from the original sense of the text, leading to a distortion of the intended message. The presence of technical issues implied that QuillBot, however beneficial, could only be fully trusted with supplementary evaluation by users.

Additionally, students expressed concerns about the potential for QuillBot's prolonged usage to hinder their progress in language acquisition and grammar

proficiency. Relying on this tool could cause students to become oblivious to errors or imperfections in their writing, as they excessively rely on this tool to enhance their texts. This result could be a hindrance in the development of excellent and significant writing skills, which could ultimately affect their ability to write effectively and correctly without the help of tools like QuillBot.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1   Conclusion

Paraphrasing tools today are indeed very important for improving writing proficiency especially in academic writing in English as a foreign language (EFL). These tools help students assess their research skills, including their understanding of written material and proficiency in articulating it using their language. Paraphrasing is a sophisticated skill in academic writing, and students can use it to develop and organize ideas accurately and coherently while following a logical language structure. Online grammar and spell-check software such as QuillBot can help overcome writing errors and streamline human tasks. Research has shown that online paraphrasing tools can help students overcome difficulties in paraphrasing, and QuillBot can be beneficial for EFL learners. However, it is crucial to consider students' perspectives and opinions when using these tools in academic writing. From the results of the research discussed in the chapter above, the researcher can draw conclusions that are certainly related to the objectives of the research.

1. From the perspective of the 8th - semester students of the English Education Department Program at Universitas Muhammadiyah Sumatera Utara, 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. However, 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 Muhammadiyah University of North Sumatra. 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.

5.2   Suggestion

1. Students should utilize QuillBot to improve the quality of their academic writing, especially in terms of grammar, sentence structure, and vocabulary. However, students should rely on something other than this tool. Students should improve their independent writing skills by understanding linguistic

principles, developing unique writing approaches, and consistently verifying accuracy. Students should use QuillBot ethically and responsibly and be able to utilize the capabilities available fully. By adopting this approach, one can improve the quality of their writing while still maintaining their capacity for critical and creative thinking.

2. Lecturers must guide students in using QuillBot wisely as an auxiliary tool, not as the primary tool. To provide comprehensive instructions on how to utilize QuillBot's functions and explain its limitations efficiently. Lecturers need to encourage students to critically analyze the results generated by QuillBot and refrain from over-reliance. Implement QuillBot as a tool to improve students' writing proficiency while emphasizing the need for critical and creative thinking in the writing process. Finally, lecturers need to advocate the careful use of it to prevent plagiarism. If paired with proper instruction, it can be an excellent instrument to improve the quality of students' academic writing.

3. Other researchers' future investigations examining the use of QuillBot should include longitudinal elements to analyze its long-term effects, comparisons with similar AI technologies, and comprehensive qualitative studies on user experience. In addition, ethical considerations when using QuillBot to prevent plagiarism and assess its efficacy in specific academic writing domains are also needed. Therefore, a more thorough understanding of the advantages and difficulties associated with using QuillBot in an academic setting will be required to offer more practical advice for students and teachers.

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APPENDIXES

APPENDIX 1 Data Analysis

QUESTIONS FOR INTERVIEW

1. What is the biggest benefit you feel from using QuillBot in academic writing?
   (Apa manfaat terbesar yang Anda rasakan dari penggunaan QuillBot dalam penulisan akademis?)

2. Have you experienced any difficulties while using QuillBot? If yes, can you explain further?
   (Apakah Anda pernah mengalami kesulitan saat menggunakan QuillBot? Jika ya, dapatkah Anda menjelaskan lebih lanjut?)

3. How do you think the quality of writing produced with the help of QuillBot compares to writing without the help of QuillBot?
   (Menurut Anda, bagaimana kualitas tulisan yang dihasilkan dengan bantuan QuillBot dibandingkan dengan menulis tanpa bantuan QuillBot?)

4. How often do you rely on QuillBot to complete academic writing tasks?
   (Seberapa sering Anda mengandalkan QuillBot untuk menyelesaikan tugas-tugas penulisan akademis?)

5. Are there any features or functions of QuillBot that you think need to be improved or added?
   (Apakah ada fitur atau fungsi QuillBot yang menurut Anda perlu ditingkatkan atau ditambahkan?)

6. What are your views on the long-term use of QuillBot to assist academic writing?
   (Apa pandangan Anda tentang penggunaan QuillBot dalam jangka panjang untuk membantu penulisan akademis?)

INTERVIEW TRANSCRIPTS

Respondent 1

  Name   : DW

  Npm   : xxxxxx0058

  Class   : 8.A Morning

  Date   : 16 July 2024

1. 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.

2. 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.

3. The quality of writing produced with QuillBot is generally better in terms of grammar and structure. However, it can be less original and in-depth than writing produced manually, especially if relying too heavily on the tool.

4. I tend to use QuillBot regularly, especially when I need help paraphrasing or correcting grammatical errors. However, I also try not to rely too much on this tool so that I can continue to develop my writing skills independently.

5. I think QuillBot could be improved by adding more contextual paraphrasing options, for example, allowing users to choose a certain writing style or level of formality. Also, the ability to handle technical terms or discipline-specific jargon could be improved.

6. 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. QuillBot is best used as

Respondent 2

Name   :   DPA

Npm   :   xxxxxx0021

Class   :   8.A Morning

Date   :   16 July 2024

1. The most significant benefit of using QuillBot in academic writing is its ability to quickly generate paraphrased content, which helps in avoiding plagiarism and improving the clarity and variety of the writing.

2. Some common difficulties include occasional inaccuracies in paraphrasing and context. QuillBot might not always fully grasp the nuanced meaning of complex academic concepts, leading to less precise or less relevant rewording.

3. The quality of writing with QuillBot can vary. While it can enhance readability and provide diverse phrasing options, the output might lack the depth and critical insight that comes from a human writer's understanding and analysis. It's best used as a supplementary tool rather than a primary writing source.

4. The frequency of reliance on QuillBot varies. Some users might use it regularly for drafting and refining content, while others may use it less frequently, primarily for checking and enhancing their own writing.

5. Enhancements could include better contextual understanding, more advanced grammar and style checks, and the ability to handle highly specialized academic jargon more effectively. Adding a feature for real-time feedback on writing quality and coherence could also be beneficial.

6. Long-term use of QuillBot in academic writing should be approached with caution. While it can be a valuable tool for improving and diversifying writing, over-reliance could hinder the development of

critical writing skills and original thought. It's best used in conjunction with rigorous personal analysis and revision.

Respondent 3

Name　　:　SPA

Npm　　　:　xxxxxx0022

Class　　:　8.A Morning

Date　　　:　16 July 2024

1. I found QuillBot very helpful in improving my grammar and writing style. Features like paraphrasing and grammar checker really help me to produce better and more professional writing.

2. Although QuillBot is very helpful, I also realize that not all of its output is always perfect. Sometimes, I need to make some adjustments to ensure that the paraphrasing results fit the context and my writing style.

3. I think QuillBot can help improve the quality of writing significantly. With features like paraphrasing and grammar checker, I can produce better, clearer, and more professional writing.

4. I often use QuillBot to assist me in completing academic assignments, especially when I find it difficult to find the right words or correct grammar.

5. I hope QuillBot can develop a feature to help users identify different writing styles. This can help me in adjusting my writing style according to the needs of the academic assignment I am working on.

6. 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.

Respondent 4

Name   :   DAP

Npm   :   xxxxxx0037

Class   :   8.A Morning

Date   :   16 July 2024

1. 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

2. No difficulties, it's just that Quillbot uses prepaid so it can be used better

3. In my opinion, the quality produced is much better and has lots of good and continuous vocabulary changes to avoid plagiarism

4. Often when I need it to do my work

5. It needs to be improved by not using prepaid for students so that it can be used much better

6. My view is good for use in academic writing

Respondent 5

Name   :   S

Npm   :   xxxxxx0059

Class   :   8.A Morning

Date   :   16 July 2024

1. The biggest benefit i feel when I used quilbot it is can help me to build and create a good sentences

2. Yes of course because to using quilbot if we want to get the good sentences we have to calm down to fill one by one the sentences and choose the correct word as suitable with our sentences

3. Of course, the quality of writing with quilbot is more beautiful and suitable than without quilbot

4. I always rely on quilbot to completed my academic writing because it can help me in every sessions to write something good

5. I think there is no because all of the feature and function is work in the place to help user

6. Of course i agree because quilbot can help every person to build sentences in all the field especially for students to make and create some paper

Respondent 6

Name   :   PM

Npm   :   xxxxxx0046

Class   :   8.A Morning

Date   :   16 July 2024

1. 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.

2. As long as I use Quillbot I have never experienced any difficulties because it is easy and simple to use.

3. In my opinion, the writing produced is quite good and academic and the words that are paraphrased still have the same meaning even though they are read differently

4. I quite often use Quillbot to help my writing be better and more academic because apart from being easy, Quillbot also helps me learn new grammar that I don't know yet.

5. In my opinion, the features provided by Quillbit all work well if we subscribe, but if we use the free version, the features that can be accessed are only limited.

6. 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.

Respondent 7

Name : IMS
Npm : xxxxxx0005
Class : 8.A Morning
Date : 16 July 2024

1. The benefit felt when using Quilbot is that it makes it easier to compose lecture assignments, especially in compiling a thesis.
2. almost never experience difficulties when using quillbot because it is very easy to use
3. The quality of the writing produced using Quillbot is more academic.
4. Almost every time I do an assignment, I always use Quilbot to help make better writing
5. There is nothing that needs to be improved, all the available features are very helpful.
6. Using Quilbot for the long term is very helpful, especially for students, because the application will produce more writing that is better academically.

Respondent 8

Name : SS
Npm : xxxxxx0020
Class : 8.A Morning
Date : 16 July 2024

1. The biggest benefit of using QuillBot in academic writing is its ability to improve the quality and coherence of written content by providing

instant paraphrasing, grammar suggestions, and vocabulary enhancement.

2. I had no problems using Quilbot

3. When using QuillBot, the quality of the writing produced usually improves in terms of grammatical correctness, sentence structure, and fluency.

4. very often, especially when working on academic writing

5. In my opinion there is nothing that needs to be improved, everything is good

6. 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.

Respondent 9

Name   :   Y

Npm   :   xxxxxx0057

Class   :   8.A Morning

Date   :   16 July 2024

1. Benefit that i've got from using quillbot was the sentence quality of my writing improve more academic by using paraphrase tools that provides by quillbot.

2. No, I never getting any difficulties while using quillbot

3. The quality of writing by using quillbot was improve because the tools that provides in quillbot give a solution for pharaprashing and change the word form such as academic, advance and etc.

4. I often using quillbot with an academic mode on premium fitur on completing a research article and it's really help to rearrange into a new sentence and become more academic.

5. The features or functions of Quillbot that need to be improved is on the free feature, sometimes the standard mode not all changes and the sentence seems nothing changed

6. QuillBot can help streamline the writing process by quickly generating paraphrases, which can save time

Respondent 10

Name   : DJRC

Npm   : xxxxxx0054

Class   : 8.A Morning

Date   : 16 July 2024

1. One of the benefits is that it helps organize grammar to make it more scientific and enriches knowledge about synonyms, so that we can use a variety of words in sentences.

2. The difficulty is that sometimes the changed words are too far from the original meaning of the text.

3. Using QuillBot is very effective because it makes sentences more varied, not just using one synonym.

4. I often use QuillBot because it is very helpful in completing daily tasks.

5. Currently, I haven't found any weaknesses because I haven't explored QuillBot too much.

6. QuillBot is very efficient for long-term use, especially in completing essay assignments.

Respondent 11

Name   : EWH

Npm   : xxxxxx0032

Class   : 8.A Morning

Date   : 16 July 2024

1. During my academic writing and using Quillbot, the benefits are so great and have an impact on the quality of my writing. getting better and that's very good.

2. No, I actually feel very helped because using Quillbot is so practical and easy to understand.

3. In my opinion, of course the quality of writing using Quillbot is better, as I just explained before. More structured, correct and also more academic.

4. I very often, I even rely on Quillbot for my academic writing.

5. None, so far the features and functions of Quillbot are very good.

6. The long-term use of Quillbot to help with academic writing will have an impact on one's own language, and knowledge will increase. Of course, adding new vocabulary and also improvements in better writing.

Respondent 12

Name : IHR

Npm : xxxxxx0019

Class : 8.A Morning

Date : 16 July 2024

1. QuillBot is also very useful for helping me avoid plagiarism. Its paraphrasing feature allows me to convey ideas in different ways, so I don't have to quote too much from other sources.

2. Sometimes, QuillBot can also have difficulty in understanding more subtle nuances in language. For example, if I use words with double meanings or certain connotations, QuillBot may not always catch the true intent.

3. QuillBot can help me avoid common grammar and writing style mistakes, so my writing looks more organized and easier to understand.

4. QuillBot has become an invaluable tool for me, especially when I'm working on very urgent tasks. Features such as paraphrasing and grammar checker help me complete tasks more quickly and efficiently.

5. In addition, I also wish QuillBot could provide more options for writing style selection. Currently, there are limited writing style options available.

6. 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 intergrity and reputation of the writer

Respondent 13

Name   : NPA
Npm   : xxxxxx0036
Class   : 8.A Morning
Date   : 16 July 2024

1. I experience significant benefits, when performing grammar checks and paraphrasing, according to academic standards.

2. When using Quilbit, I do not experience any difficulties, because the instructions are clear.

3. The result of using this AI is that the quality of writing becomes better and improves vocabulary level compared to not using AI.

4. I always use this AI, when, writing academic assignments.

5. I don't think it needs any more additions.

6. For the long term, i think, the use of AI is very beneficial. However, from a negative perspective, it can make students lilbit lazy in thinking.

Respondent 14

Name : ARL

Npm : xxxxxx0007

Class : 8.A Morning

Date : 16 July 2024

1. Overall, QuillBot has been an invaluable tool for me in writing academic work. With the help of QuillBot, I can produce better, clearer, and more professional writing.

2. Although QuillBot is a very useful tool, I still believe that humans still have an important role in writing academic works. QuillBot can help me in improving my writing, but I still need to use critical judgment to ensure that the final result is up to the standard I want.

3. Overall, I believe that QuillBot can help me produce higher quality writing than if I wrote without its help.

4. Although I do not always rely entirely on QuillBot, I still use it as a useful tool to improve the quality of my writing.

5. Overall, I believe that QuillBot still has the potential to grow and become a more complete and useful tool for academic writers.

6. 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.

Respondent 15

Name : RV

Npm : xxxxxx0002

Class : 8.A Morning

Date : 16 July 2024

1. My biggest benefit from using quilbolt is that it really helps me in paraphrasing the person's statement that we are going to take. and produce new words that are even more academic.

2. I think using quilbolt itself is not that difficult, because if I use paid quilbolt it will make it very easy to paraphrase what i want.

3. There is a difference when using quilbolt and not using it and it greatly affects our writing.

    For example: when I don't use quilbolt, I will often write words repeatedly and there are no more academic words, so it looks like the writing is normal.

    However, when using quilbolt, the words produced are very different from usual because they use academic words, so the writing looks more beautiful.

4. Not so often in the use of quilbolt. only when needed when writing. because Quilbolt itself has a time limit for its active period. so only use it when needed.

5. I think there are several features in the use of quilbolts and they have very beneficial functions. so that we can make our writing creative.

6. For the long term. Using Quilbolt really provides a very good help in getting good writing results, but we need to be diligent in always paying updates so that we can choose the type of writing we want.

Respondent 16

Name   :   YDCR
Npm   :   xxxxxx0018
Class :   8.A Morning
Date   :   16 July 2024

1. In my opinion the benefits that I got from using the QuillBot is it helps me to make my writing structured and well organized As QuillBot can paraphrase, rewriting and expand more words structurally

2. So far I haven't experienced any difficulties of using QuillBot application Except when the premium mode expired, the QuillBot limits me with their only premium access available mode to perfectionist my writing

3. In my opinion the quality of the writings that the QuillBot produced is quite relevant and coherent in the standard of English language. Also the writings that the QuillBot paraphrase or expanding the writings are creative enough

4. I often do rely on QuillBot when I had difficulties on my writing or whenever I stuck on my writing to develop my writings

5. So far I am satisfied with the features and the function of QuillBot Perhaps I wish there are more upcoming improvement of the features and function in the future

6. In my opinion using QuillBot for academic writing long-term can be a good because it helps with rewriting sentence structure and writing quality

Respondent 17

Name   :   J

Npm   :   xxxxxx0009

Class   :   8.A Morning

Date   :   16 July 2024

1. The benefits I feel are increased efficiency and accuracy in my academic writing.

2. Difficulties Sometimes there are inaccuracies in paraphrasing or suggestions.

3. I think the comparison is that QuillBot's quality improves writing ability, but it cannot replace critical thinking.

4. It is often used as an auxiliary tool but is not completely reliable.

5. I think it needs to expand vocabulary options and improve citation features.

6. Quillbot is a valuable tool, but original thinking is still important.

Respondent 18

  Name   :   WJ

  Npm   :   xxxxxx0027

  Class   :   8.A Morning

  Date   :   16 July 2024

1. I also like how QuillBot can help me find more appropriate words to express my ideas. The thesaurus feature really helps me to enrich my vocabulary and make my writing more varied.

2. Sometimes, QuillBot can also have difficulty in understanding the more subtle nuances in language. For example, if I use words with double meanings or certain connotations, QuillBot may not always catch the true intent.

3. QuillBot can help me avoid common grammar and writing style mistakes, so my writing looks more organized and easier to understand.

4. I usually use QuillBot as a tool to check and improve my writing before I submit it. By doing so, I can ensure that my writing meets high academic standards.

5. I also feel that QuillBot could be improved in terms of providing more specific suggestions regarding grammar and writing style errors. Currently, the suggestions given are still quite general.

6. 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.

Respondent 19

Name   :   NF

Npm   :   xxxxxx0039

Class   :   8.A Morning

Date   :   16 July 2024

1. The biggest benefit when using Quillbot in my academic writing is finding different words with the same meaning.

2. So far there have been no difficulties in using Quilbot

3. Writing using Quillbot can be adjusted to the features it contains and what we are going to write

4. Sometimes.

5. free for all features

6. very helpful I think

Respondent 20

Name   :   VA

Npm   :   xxxxxx0006

Class   :   8.A Morning

Date   :   16 July 2024

1. Quilbot helped me build my academic writing vocabulary

2. Sometimes quilbot experiences technical errors that cause the vocabulary to change meaning.

3. Quilbot is highly recommended for writers of scientific papers because it really helps build vocabulary. Without Quilbot, as a student, I might feel more awkward in writing scientific papers

4. I write using Quilbot very often

5. Yes, there is. Quilbot needs to improve the quality of its summary to be more detailed in drawing conclusions.

6. Long-term use of quilbot is highly recommended because it is very helpful

Appendix 2 Permohonan Persetujuan Judul Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Putri Yantamara
NPM : 2002050047

Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Using Quillbot as AI Versatile Writing Assistant for Writing Performance: Pitfalls and Potentials	Approved 28/5 /24

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Medan, 28 Februari 2024
Hormat Pemohon,

Halimah Tussa'diah, S.S., M.A

Putri Yantamara

Appendix 3 Surat Keterangan Izin Riset

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

🌐 https://fkip.umsu.ac.id ✉ fkip@umsu.ac.id 📘 umsumedan 📷 umsumedan 🐦 umsumedan ▶ umsumedan

UMSU
Unggul | Cerdas | Terpercaya
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

SURAT KETERANGAN
Nomor : 2336/SI/II.3-AU/UMSU-02/D/2024

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dengan ini memberikan Izin pelaksanaan Riset Penelitian di Fakultas Keguaruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tertanggal 04 September s.d. 30 Nopember 2024 kepada :

Nama Mahasiswa : Putri Yantamara
N P M : 2002050047
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Quillbot as AI Versatile Writing

Adalah benar mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, mahasiswa tersebut di atas aktif mengikuti perkuliahan,

Demikian surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya. Selamat sejahteralah kita semuanya, Amin.

Medan,   01 Rabiul Awal   1446 H
              04 September   2024 M

Wassalam
Dekan

Dra. Hj. Syamsuyurnita. M.Pd.
NIDN. 0004066701

** Pertinggal **

Appendix 4 Format K-1

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : **Putri Yantamara**
NPM : 2002050047
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 115 SKS

IPK= 3,64

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
09/01/2024	Using Quillbot as AI Versatile Writing Assistant for Writing Performance: Pitfalls and Potentials	
	An Analysis of Language Styles Used by the Main Characters in the Dialogues in Moving Series	
	An Analysis of Moral Values in "di Tanah Lada" Books Novel	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 04 Januari 2024
Hormat Pemohon,

Putri Yantamara

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Appendix 5 Format K-2

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Putri Yantamara
NPM : 2002050047
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Using Quillbot as AI Versatile Writing Assistant for Writing Performance:
Pitfalls and Potentials

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Halimah Tussa'diah, S.S., M.A

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 20 Februari 2024
Hormat Pemohon,

Putri Yantamara

Keterangan
Dibuat rangkap 3 : - Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 6 Format K-3

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400   Medan 20217   Form : K3

Nomor   : **0018/II.3/UMSU-02/F/2024**
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
            Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : **Putri Yantamara**
N P M   : 2002050047
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : **UsingQuillbot as AI Versatile Writing Assistant for Writing**
                   Performance;Pitfalls and Potentials.

Pembimbing   : **Halimah Tussa'diyah,S.S., M.A.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

        1.Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
        2.Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak
          selesai pada waktu yang telah ditentukan.
        3.Masa kadaluwarsa tanggal : **05 Januari 2025**

                       Medan <u>23 Jumadil Akhir 1445 H</u>
   05 Januari   2024 M

                                       Wassalam
                                       Dekan

                                    <u>Dra. Hj. Syamsuyurnita,MPd.</u>
                                    NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1.Fakultas (Dekan)
2.Ketua Program Studi
3.Pembimbing Materi dan Teknis
4.Pembimbing Riset
5.Mahasiswa yang bersangkutan :
    WAJIBMENGIKUTISEMINAR

Appendix 7 Berita Acara Bimbingan Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id
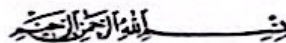
BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Putri Yantamara
NPM : 2002050047
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Quillbot as AI Versatile Writing Assistant for Writing Performance: Pitfalls and Potentials

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
16/December 2023	Chapter I : formulation of the study, the objective of the study, including table of Content.	
13/Mei 2024	Chapter II : all parts of chapter II, quotation	
16/Mei 2024	Chapter III : research design, location and time, the object and subject of research.	
21/Mei 2024	Chapter III, source of data.	
24/Mei 2024	Chapter III ; technique of collecting data.	
26/Mei 2024	References	
28/Mei 2024	ACC 28/5 -2024.	

Medan, 28 Februari 2024

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)

(Halimah Tussa'diah, S.S., M.A.)

Appendix 8 Berita Acara Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Tanggal 07 Bulan Juni Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap   : Putri Yantamara
N.P.M   : 2002050047
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Using Quillbot as AI Versatile Writing Assistant for Writing Performance: Pitfalls and Potentials

No	Masukan dan Saran
Judul	✓
Bab I	✓
Bab II	provide revelant theories
Bab III	Elaborate What, Why & How
Lainnya	Pay attention to indent of each paragraph
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Halimah Tussa'diah, S.S., M.A.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendix 9 Surat Keterangan Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	: Putri Yantamara
N.P.M	: 2002050047
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Using Quillbot as AI Versatile Writing Assistant for Writing Performance: Pitfalls and Potentials

benar telah melakukan seminar proposal skripsi pada hari Jumat, 07 tanggal, Bulan Juni, Tahun 2024.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 7 Juni 2024

Ketua,

Pirman Ginting, S.Pd., M.Hum.

Appendix 10 Lembar Pengesahan Hasil Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Putri Yantamara

N.P.M   : 2002050047

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : Using Quillbot as AI Versatile Writing Assistant for Writing Performance: Pitfalls and Potentials

Pada hari Jumat tanggal 07 bulan Juni tahun 2024 sudah layak menjadi proposal skripsi.

Medan,   Juni 2024

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum.   **Halimah Tussa'diah, S.S., M.A.**

Diketahui oleh
Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum.

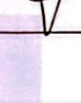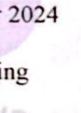**Appendix 11** Berita Acara Bimbingan Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Mahasiswa	: Putri Yantamara
NPM	: 2002050047
Prog. Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Using QuillBot as AI Versatile Writing Assistant for Writing Performance: Pitfalls and Potentials

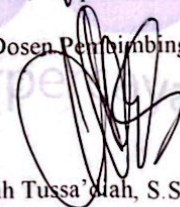| Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
21/05 2024	ACC title, Revision chapter I Background (writing	
24/05 2024	Revised chapter I (writing background GAP)	
26/05 2024	Revised chapter II (Adding experts in theoritical Framework)	
28/05 2024	Revised chapter III (providing apropriate research)	
24/08 2024	Revised chapter IV (collect the writing of findings data)	
02/09 2024	Revised chapter V (correct the tenses and the suggestion)	
05/09 2024	FINISHING TENSES chapter 1-5 ACC (Fixed tenses/ ACC FROM 2024	

Medan, September 2024

Diketahui oleh:
Ketua Prodi

Pirman Ginting S.Pd., M.Hum.

Dosen Pembimbing

Halimah Tussa'diah, S.S., M.A.

Appendix 12 Turnitin

CHAP 15 FOR TURNITIN-1725511782389

7%	6%	1%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.umsu.ac.id Internet Source	3%
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4	repository.unibos.ac.id Internet Source	<1%
5	repository.uhn.ac.id Internet Source	<1%
6	www.jeltl.org Internet Source	<1%
7	repository.um-surabaya.ac.id Internet Source	<1%
8	Submitted to Canterbury Christ Church University Student Paper	<1%
9	Paskas Wagana. "Strengthening Family Bonds and Promoting Rural Development: The	<1%

Curriculum Vitae

Name	:	Putri Yantamara
NPM	:	2002050047
Gender	:	Female
Religion	:	Islam
Plac/Datre of Birth	:	Tanjung Morawa, 04th Mei 2002
Address	:	Kom. Bandala Asri Blok B6 No. 9, Desa Bandar labuhan, Kec. Tanjung Morawa
Call Number	:	0815-3624-7721
Email	:	yantamaraputri@gmail.com
Father's Name	:	Rustam, S.Pd
Mother's Name	:	Sugianti, S.Pd

Education Backgrounds

Kindergarten School	:	TK Nurul Amaliyah (2007-2008)
Elementary School	:	SD Negeri 104233 (208-2014)
Junior High School	:	MTS Swasta Nurul Amaliyah (2014-2017)
Senior High School	:	SMA Swasta Nurul Amaliyah (2017-2020)
University	:	Universitas Muhammadiyah Sumatera Utara (2020-2024)

DOCUMENTATION