

CHAPTER I

INTRODUCTION

This chapter presents a summary of the research. The research commences with a background, explaining the importance of writing skill in academic settings and the role of Quillbot as a digital writing tool. Afterwards, it delineates the research questions and objectives that direct the research. The subsequent section addresses the significance of the research, followed by the definition of key terms to clarify fundamental concepts.

A. Background of Study

Academic writing is important in higher education because it influences the creation, transmission, and application of knowledge. Students must write both non-academic and academic writing, which covers a variety of writing genres such as summaries, essays, critical reviews, and research papers (Syahnaz & Fithriani, 2023). The obstacles are notably amplified for students learning English as a second, foreign, or additional language. This is especially true for undergraduate students who originate from non-English-speaking backgrounds and are learning English as a Foreign Language (EFL) (Aldabbus & Almansouri, 2022). Unlike the act of writing a narrative, novel, or descriptive composition, academic writing requires students to generate more complicated and organized writing.

Students in higher education should be able to generate ideas and structure their writing into logically interconnected paragraphs, conduct research on the subject, create a concise outline, decide what to include in the introduction, structure the main body, and provide a compelling conclusion (Aldabbus & Almansouri, 2022). Furthermore, EFL students' literacy backgrounds and native language experiences have a substantial impact on their academic writing development. They generally encounter additional challenges and constraints in academic writing, including the complexities of constructing coherent and logical paragraphs, identifying the requisite writing skills for success, and avoiding ineffective terminology. A fundamental aspect of academic writing is the ability of writers to evaluate potential sources to identify significant references and assess diverse ideas and possibilities for constructing their own arguments (Sulaiman & Muhajir, 2019). Outlining, summarizing, also paraphrasing are the three most important writing patterns (Mubshirah et al., 2023).

Academic writing depends heavily on paraphrasing to demonstrate that students comprehend what they have read and can back up their claims with correctly identified (Rogerson & McCarthy, 2017). A paraphrase is the process of reorganizing an idea from a different source into one's own language and style. (Solanki et al., 2020). Paraphrasing is the process of conveying a statement in a new form or style of language while keeping its original meaning. This is done to avoid plagiarism, which is the act of duplicating another person's work without giving them credit (Fitria, 2022).

Non-native English speakers, such as EFL students, struggle to master paraphrasing skills due to limited vocabulary resources and a lack of awareness of complicated grammatical structures. They may improve their paraphrasing skills by reading extensively, increasing their general and academic vocabulary, and writing on a regular basis. Putra (2018) mentions that, the majority of students struggle with paraphrasing even after learning how to do so. Students who lack paraphrasing abilities not only experience worry, but they also risk unwittingly plagiarizing academic text.

Nowadays, the worry caused by a lack of paraphrasing skills in academic writing may be addressed utilizing technology. The usage of technology can help ease the challenges of academic writing. Students today live in the digital age, and they are always seeking and using technology to overcome academic writing challenges, notably paraphrase. Because Allah is aware that individuals are motivated to seek knowledge, the following verse might be interpreted in light of the rise of multiple learning tools offered by technological advancements such as internet paraphrasing:

إِنَّ فِي خَلْقِ السَّمُوتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ وَالنَّهَارِ وَالْفُلْكِ الَّتِي
تَجْرِي فِي الْبَحْرِ بِمَا يَنْفَعُ النَّاسَ وَمَا أَنْزَلَ اللَّهُ مِنَ السَّمَاءِ مِنْ
مَاءٍ فَأَحْيَا بِهِ الْأَرْضَ بَعْدَ مَوْتِهَا وَبَثَّ فِيهَا مِنْ كُلِّ دَابَّةٍ وَتَصْرِيفِ
الرِّيحِ وَالسَّحَابِ الْمُسَخَّرِ بَيْنَ السَّمَاءِ وَالْأَرْضِ لَآيَاتٍ لِّقَوْمٍ يَعْقِلُونَ

The verse in Surah Al-Baqarah (2:164) highlights the many signs provided by Allah for human benefit, such as the ships that ease movement across the seas. In a similar way, paraphrasing tools can be seen as modern means that support learners in navigating academic challenges. When used wisely and with reflection, these tools serve as resources that facilitate understanding, aligning with the Quranic encouragement to observe, reflect, and make meaningful use of what has been provided.

Paraphrasing online is a free or paid paraphrasing option. There are several websites that offer free paraphrasing services. Most other websites just paraphrase without considering if the paraphrasing results correspond to the sense of the original language or not. There are at least two main techniques for paraphrasing. First, changing the sentence structure by rearranging the words. Second, changing the terms used, either by utilizing synonyms or seeking for equivalent words with the same meaning. The most crucial thing is to grasp the text that will be paraphrased. To better grasp the sentence, read it as a whole rather than in pieces. There are several paraphrasing tools available on the internet, including both free and commercial solutions. QuillBot is an artificial intelligence (AI) program that streamlines the paraphrasing process for a large number of people. Not only do undergraduate and graduate students use QuillBot for paraphrasing; the majority of postgraduate students use it as an excellent digital tool to help them with academic research writing (Kurniati & Fithriani, 2022).

Although QuillBot is frequently utilized in academic writing, particularly for paraphrasing, there has been limited research on English education students' experiences using the tool for paraphrasing in academic writing. The articles by Latifah et al., (2024) and Raheem et al., (2023) give a complete summary of QuillBot's use in academic writing; however, they do not go into English education students' actual experiences with using QuillBot in order to improve their paraphrasing skills. This study aims to fill this gap by investigating English education students' experiences in utilizing QuillBot for paraphrasing and identifying the benefits and challenges they deal with.

B. Definition of Key Terms

To prevent misinterpretation or misconceptions regarding this research, the researcher deemed it necessary to provide definitions of key terms related to the title, as follows:

1. **Paraphrasing:** Paraphrasing is a writing skill. Paraphrasing is the practice of rewriting a text in a way that means that the language changes considerably but the meaning remains the same (Sanjaya & Saleh, 2021). In the context of academic writing, paraphrasing is crucial for avoiding plagiarism and demonstrating understanding of source material. In this research, paraphrasing is examined specifically in relation to English education students' utilization of QuillBot, an AI-

powered paraphrasing tool, which facilitates more effective paraphrasing in their academic writing.

2. **Paraphrasing Tool:** A paraphrase tool is software or online service that helps students provide polished work by creating cohesive thoughts and ideas. It has the ability to handle several challenges in academic writing, including keeping the same information as the original text, recognizing parts of speech, managing punctuation, and efficiently summarizing the topic (Alammar & Abdel-Reheem Amin, 2023). In this research, QuillBot is examined as a paraphrasing tool used by English education students to assist them in their academic writing.
3. **QuillBot:** QuillBot is an AI-powered online application that evaluates students' work by automating paraphrasing, grammatical checking, translation, plagiarism detection, summary, and citation generation. QuillBot has two versions: premium and also free (Pratama, 2025). In this research, QuillBot is examined in relation to its use for paraphrasing. The focus is on how the tool is utilized by English Education students from the 2021 intake of Class B to assist them in producing paraphrased texts effectively and accurately.
4. **Academic Writing:** Academic writing is structured and formal, conveying ideas, arguments, and research findings in a scholarly way. It is usually written with an objective tone, based on well-researched facts, and intended at a critical and informed audience (Ahmed, 2022). Academic writing in this research refers to various types of academic

assignments that students produce throughout their university studies, including essays, reports, research papers, and theses. The focus is on English education students' experiences in paraphrasing within these writings, especially when utilizing QuillBot.

5. **English Education Students:** English education students are those who study English in an academic setting, typically in teacher training and education programs (Pratama et al., 2023). The term English Education students in this context refers to undergraduate students enrolled in the English Language Education Study Program at Antasari State Islamic University, specifically those from the 2021 intake of Class B who are currently in their eighth semester.
6. **Students' Experience:** Students' experience is a complex concept that includes their physical and emotional experiences throughout interactions with the goods, processes, services, and personnel of educational institutions (Matus et al., 2021). In the context of this research, students' experience specifically refers to their use of QuillBot for paraphrasing academic texts, including the perceived benefits gained and the challenges encountered throughout their engagement with the tool.

C. Research Questions

This research seeks to investigate the following research questions based on the aforementioned background:

1. How do English education students perceive the benefits of utilizing QuillBot for paraphrasing?
2. How do English education students perceive the challenges of utilizing QuillBot for paraphrasing?

D. Objectives of Study

The objectives of this research are presented to demonstrate the primary goals to be met. The study's objectives are as follows.

1. To explore the English education students' perceived benefits of utilizing QuillBot for paraphrasing.
2. To explore the English education students' perceived challenges in using QuillBot for paraphrasing,

E. Significance of Study

The findings of this study are expected to yield significant contributions, as stated below:

1. For students

This study seeks to furnish students with experiences in the effective utilization of QuillBot in order to improve their paraphrasing skills in academic writing. By analyzing their experiences, students can utilize the tool to improve writing quality and overcome challenges, thereby facilitating the production of more efficient and well-structured academic work.

2. For researchers

This study seeks to furnish academics with insights into students' experiences utilizing QuillBot for paraphrasing in academic writing. It also provides a foundation for additional research to compare QuillBot alongside other tools and evaluate its impact on improving students' academic writing skills.