

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter encompasses the research findings and data analysis derived from the interviews, divided into two separate parts: research findings and discussion.

#### **A. Findings**

To know the English education students' experiences with using QuillBot for paraphrasing, an interview was conducted to answer the research questions of the research. The interviews were conducted by asking ten students from the 2021 batch, class B. To analyze the data, the researcher recorded the interview and then transcribed the raw data.

Several questions were directed to each participant regarding the research questions:

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?

From the data collected, the researcher categorized the information accordingly:

- 1. English Education Students' Perceived Benefits in Utilizing QuillBot for Paraphrasing.**

To better understand how English Education students perceive the use of QuillBot for paraphrasing, this study categorized the various benefits they reported during the interviews. These benefits ranged from technical improvements in grammar and clarity to cognitive support and increased academic confidence. The following table summarizes the main categories of perceived benefits, accompanied by descriptions and selected student quotations that illustrate each point:

**Table 4.1 Perceived Benefits in Utilizing QuillBot for Paraphrasing**

No	Benefit Category	Description	Supporting Quotes
1	Grammar and Sentence Clarity	QuillBot assists users in identifying and correcting grammatical mistakes, refining sentence structure, and transforming informal or flawed expressions into formal academic writing.	“Quillbot helps fix my grammar when it’s broken or not formal enough.” (S1) “Quillbot really helps because it makes grammar better, the sentence structure becomes clearer, and overall it’s easier to understand.” (S9)
2	Simplification of Complex Sentences	The tool simplifies complicated or awkward phrases, helping students make their writing more concise, polished, and easier to read, especially in high-stakes assignments.	“It really affects my writing, it makes it simpler.” (S4) “The sentence I wrote was messy and unclear, but after using Quillbot, it became more structured and neat.” (S8) “Quillbot helps organize my ideas into clearer sentences and offers alternatives.” (S5)
3	Idea Development	Paraphrased sentences often provide new angles	“Sometimes from just one paraphrased sentence, I get

	and Paragraph Expansion	or vocabulary that stimulate idea generation, helping students develop paragraphs or refine their arguments further.	additional ideas to develop the paragraph further.” (S2) “It helps organize ideas, and sometimes the paraphrased results give new points of view that help develop the writing further.” (S10)
4	Vocabulary Enrichment	Students are introduced to new words and academic expressions, contributing to the improvement of their overall academic vocabulary and writing style.	“It helps me paraphrase well, and it’s useful for learning new vocabulary I can apply in academic writing.” (S3) “It offers alternatives, and I sometimes pick up better vocabulary.” (S5)
5	User-Friendliness and Accessibility	QuillBot’s platform is easy to navigate, even for non-native English speakers, with clear outputs that reduce time spent on technical revisions.	“The interface is simple, so I rated it 10 out of 10.” (S1) “It’s very recommended, because even for Indonesian use it’s easy, and it helps students do assignments.” (S9) “Very helpful and the output is clear, especially if you subscribe.” (S7)
6	Reduced Plagiarism and Improved Originality	QuillBot helps users restate content in original ways, reducing similarity percentages in plagiarism detection software such as Turnitin, thus supporting academic integrity.	“With Quillbot, my Turnitin score dropped to under 25%, that really helped.” (S8) “It makes the writing look cleaner and not like it’s copied word-for-word, and the phrasing still matches the original meaning.” (S10)
7	Reduced Writing Stress and Cognitive Load	The tool alleviates writing-related anxiety by providing immediate	“It really helps when my brain is stuck or confused about how to build a sentence,

		suggestions when students feel mentally blocked or unsure how to continue a sentence.	Quillbot develops it into something better.” (S1) “Quillbot really helps with thesis or regular assignments because the language it uses is easy to understand.” (S6)
8	Customizable Paraphrasing Modes (Premium)	Premium users benefit from multiple paraphrasing modes (e.g., fluency, standard, formal), allowing them to tailor the output to specific academic or stylistic needs.	“In my opinion, Quillbot is very helpful, and the output is clear, especially if you subscribe, since you get more paraphrasing versions to suit your writing goals.” (S7)

In summary, the students’ feedback suggests that the benefits of using QuillBot for paraphrasing are multifaceted. These include improving grammar and sentence clarity, simplifying complex thoughts, supporting idea generation, enhancing vocabulary, reducing similarity percentages, and easing cognitive load. Together, these advantages contribute to making academic writing more efficient, accessible, and less stressful for English Education students.

## **2. English Education Students’ Perceived Challenges in Utilizing QuillBot for Paraphrasing.**

While students generally acknowledged the usefulness of QuillBot in academic writing, their experiences also revealed a range of challenges that emerged during its use. These challenges were not merely technical but also reflected deeper concerns about writing

autonomy, semantic accuracy, and the limitations of the tool's free features. The following findings highlight the difficulties students encountered and the critical reflections they offered based on their use of QuillBot for paraphrasing.

**Table 4.2 Perceived Challenges in Utilizing QuillBot for Paraphrasing**

No	Challenge Category	Description	Supporting Quotes
1	Overreliance on Technology	Students expressed concern about becoming too dependent on QuillBot, potentially weakening their independent writing skills and critical thinking.	"I noticed a tendency to rely on it more than I intended." (S1) "I've definitely become dependent, now I always check everything on Quillbot first." (S9)
2	Semantic Inaccuracy and Misinterpretation	QuillBot sometimes changes sentence meaning too drastically or introduces words that distort the original intent, requiring users to revise manually.	"Sometimes the words become way too different, like that's not what I meant." (S6) "The paraphrased output sometimes didn't meet my expectations." (S7) "The subtle meaning shifts, so I have to double-check." (S5)
3	Loss of Conciseness	QuillBot unnecessarily expands sentences, making them verbose and shifting away from the core message.	"Sometimes Quillbot expands the sentence too much and moves away from the core meaning." (S10)
4	Repetitiveness in Free Version	The limited paraphrasing styles	"The restricted number of writing

		in the free version often led to repetitive structures and reduced stylistic variation.	styles available in the free version... made the results feel somewhat repetitive.” (S3)
5	Limited Access to Premium Features	Several students felt constrained by the paywall, especially when trying to access advanced paraphrasing modes or full functionality.	“You only get the full experience if you pay, which limits how much we can use it.” (S6) “The premium-only limits hinder full usage.” (S8)
6	Technical Issues	Connectivity problems and functionality bugs (e.g., autosave not working) were occasional but frustrating, especially during high-pressure writing tasks.	“It didn’t work well when my internet was bad.” (S2) “Autosave doesn’t always work, which is annoying.” (S9)
7	Undermining the Writing Process	Some students warned that relying on AI throughout the process discourages originality and suggested it should be used for refinement, not content creation.	“It’s fine to use AI, but it’s better to write our own sentences first, then let the AI help refine them.” (S8)

In summary, the challenges perceived by English Education students in using QuillBot centered around overreliance, semantic inaccuracies, limited features in the free version, and occasional technical disruptions. Some students admitted becoming too dependent on the tool, which affected their willingness to write independently. Others pointed out that the paraphrased output sometimes altered their

intended meaning or became overly complex. Access limitations, such as restricted rewriting modes, and issues like lag or failed autosaves further hindered usability. These concerns highlight the need for critical awareness and balanced use, positioning QuillBot as a helpful supplement rather than a primary writing solution.

## **B. Discussion**

This research investigated how English Education students utilize, gain benefits from, and encounter challenges with Quillbot, an AI-driven paraphrasing tool. The descriptive qualitative analysis of semi-structured interviews revealed that students utilized QuillBot not only for convenience but also to enhance their writing skills, learning strategies, and also overall academic performance. These findings are consistent with several other research that investigated the impact of AI tools such as QuillBot on academic writing.

### **1. English Education Students' Perceived Benefits of Utilizing QuillBot for Paraphrasing.**

The findings of this research indicate that English Education students' engagement with QuillBot was largely positive, characterized by a variety of usage patterns and perceived benefits that span technical, cognitive, and affective dimensions. While the tool was primarily employed to assist with paraphrasing tasks, students' narratives revealed that their use extended far beyond surface-level rewriting. Instead, QuillBot was recognized as a versatile academic companion,

helping students navigate linguistic complexity, overcome time constraints, and develop a stronger command of academic English.

A consistent pattern among participants was the practical value of QuillBot in transforming informal, fragmented, or redundant sentences into more refined, academically appropriate constructions. Students frequently mentioned using the tool to process original texts, especially when working with difficult concepts or translating ideas from Indonesian to English. This practice allowed them to reduce similarity scores in plagiarism checkers, increase fluency, and improve the overall flow of their writing. Such practical applications confirm Xuyen (2023) findings, which position QuillBot as a helpful time-saving tool that enhances writing efficiency in academic settings.

Clarity and structure emerged as major perceived benefits. Many students acknowledged that their early drafts often contained unclear phrasing, awkward grammar, or lack of logical flow. QuillBot was praised for providing more organized and coherent sentence alternatives that elevated the readability of their texts. This was particularly appreciated during high-stakes assignments, including thesis chapters, literature reviews, and seminar papers, where formal clarity and conciseness are crucial. These observations align with the study by Kurniati & Fithriani (2022), which emphasized how QuillBot assists in eliminating redundancy and improving cohesion in student writing.



In addition to its practical function, the tool appeared to play a formative role in the writing development of students. Repeated exposure to QuillBot's outputs allowed students to absorb academic conventions more intuitively. Several participants noted that, over time, they began recognizing patterns in sentence structure, vocabulary usage, and formal connectors modeled in the rewritten outputs. This passive but sustained engagement functioned as a form of incidental learning, enhancing students' linguistic repertoire without formal instruction. The benefits described here resonate with Nurmayanti & Suryadi (2023) work, which found that QuillBot contributed to learners' long-term writing growth by scaffolding their early efforts and fostering more autonomous revision strategies.

Moreover, students found QuillBot's interface easy to use, which encouraged regular engagement. The platform's straightforward design made it accessible to students of varying digital literacy levels. This usability was particularly valuable during high-pressure situations, such as approaching submission deadlines or dealing with writer's block, when students needed quick, reliable assistance. In these moments, QuillBot acted not just as a mechanical tool but as a creative partner, generating paraphrased outputs that occasionally sparked new insights or ideas for elaboration. This function of the tool is in line with findings by Syahnaz & Fithriani (2023), who observed that AI writing

support can serve as an ideational stimulus, particularly during early stages of drafting.

Beyond the technical and cognitive benefits, several students expressed that QuillBot had a significant impact on their confidence as writers. The ability to revise with the help of an AI tool reduced anxiety and gave them greater assurance about their academic output. Students described feeling more prepared to submit their assignments after reviewing QuillBot's suggestions and expressed satisfaction in producing cleaner, more professional work. This emotional reassurance contributed to a more positive writing experience overall, echoing the results of Xuyen (2023) and Nurmayanti & Suryadi (2023), who noted that AI tools can boost students' sense of self-efficacy and reduce writing-related stress.

Importantly, the benefits reported were not limited to language correction or paraphrasing speed alone. Students attributed broader academic value to QuillBot's role in refining ideas, strengthening argumentation, and building awareness of what constitutes effective academic writing. While they remained aware of the importance of critical thinking and manual revision, they viewed the tool as a helpful stepping stone that bridged the gap between rough drafts and final submissions. These findings suggest that, when used purposefully, QuillBot can serve as both a linguistic enhancer and a cognitive scaffold in the writing process.

In conclusion, students' perceived use of QuillBot demonstrated a multifaceted engagement with the tool, reflecting both its technical assistance and developmental support. Far from merely functioning as a grammar corrector or sentence rephraser, QuillBot emerged as a dynamic resource that facilitated clearer expression, promoted confidence, and indirectly supported students' growth as academic writers. These findings contribute to the broader literature on AI in education by illustrating how tools like QuillBot, when integrated reflectively, can complement writing instruction and promote learner autonomy.

## **2. English Education Students' Perceived Challenges in Utilizing QuillBot for Paraphrasing.**

While the overall perception of QuillBot among English Education students was largely positive, the findings also revealed a number of meaningful challenges and reservations expressed by participants. These concerns reflect both the technical limitations of the tool and its broader implications for students' writing habits, autonomy, and academic integrity. Rather than outright dismissal, these critiques emerged from reflective experiences, in which students identified not only what QuillBot could do but also what it could potentially disrupt.

One of the most frequently mentioned challenges was overreliance. Several students reported a tendency to depend too heavily on QuillBot, even for tasks they might have been able to

complete independently. Instead of attempting to revise or rethink unclear sentences on their own, some users admitted to immediately inputting them into QuillBot without first engaging in personal reflection or revision. This habit, while initially convenient, was seen as potentially harmful in the long run. It risked diminishing their ability to generate and evaluate sentences critically. For instance, a student stated that they *"relied on it more than intended,"* which illustrates how the tool's effectiveness may unintentionally reduce students' writing agency. This aligns with Asmara & Kastuhandani (2024) findings, which emphasize that excessive reliance on AI-based tools like QuillBot can hinder the development of independent writing skills.

Another key challenge involved semantic distortion, or the shifting of intended meaning during the paraphrasing process. Some students described how the rephrased output occasionally altered their original ideas, resulting in phrases that were grammatically sound but contextually inaccurate. This issue was especially problematic in academic writing, where precision and clarity are paramount. As one participant noted, the tool *"sometimes made the meaning too different,"* highlighting the risk of unintended misinterpretation. For instance, the sentence *"Teachers play a vital role in shaping student behavior"* was transformed into *"Educators dominate how learners behave."* This modification significantly changes the tone and meaning, from "shaping" to "dominating" which misrepresents the original idea. Such

concerns demanded that students carefully review the paraphrased version to ensure alignment with their intended message. This echoes Asmara & Kastuhandani (2024), who found that QuillBot occasionally generates sentences that sound polished but deviate from the original point, particularly when working with abstract or nuanced content.

Closely related was the issue of loss of personal writing voice. Several students reported that after using QuillBot extensively, their writing began to sound mechanical or artificial, deviating from their natural expression. While the tool enhanced grammatical structure, it sometimes introduced stylistic features or idiomatic expressions that did not align with the student's personal tone. A simple sentence like *“The method is widely used”* could be expanded to *“The method is one that has been broadly and extensively adopted in various contexts,”* which dilutes clarity and directness. This dissonance raised concerns about authenticity and ownership in academic writing. Students felt that their drafts, though technically improved, no longer reflected their individual voice or stylistic preferences. This mirrors findings from Asmara & Kastuhandani (2024), who argue that AI-generated paraphrasing can risk erasing the author’s personal style, thereby compromising the originality and individuality of the writing.

The limitations of the free version were also a commonly cited frustration. Many students reported dissatisfaction with the restricted features available to non-premium users, such as limited character

input, lack of advanced modes (e.g., formal, fluency, academic), and fewer vocabulary enhancement options. For instance, the sentence *“This approach helps improve writing quality”* being transformed into *“This method improves the quality of writing,”* which barely differed from the original. Such limitations reduced stylistic variation and made it harder for students to enrich their academic expression. These restrictions required students to break their texts into smaller sections or reprocess their writing multiple times, which not only disrupted the workflow but also created inconsistencies in tone and cohesion. Some also faced technical issues, such as slow loading times, failed autosaves, or interruptions due to unstable internet connections, especially during peak hours. This reflects the findings of Jaladara et al. (2023), who documented how access limitations and infrastructure challenges reduce the overall utility of AI-based tools in academic environments.

Finally, students mentioned occasional dissatisfaction with the quality of QuillBot’s output. While most students found the results helpful, there were instances when the generated text was too verbose, overly formal, or even confusing. In some cases, the paraphrased sentences introduced ambiguity or obscured the original meaning, requiring further manual revision. One student described how the tool sometimes *“expanded the sentence too much and moved away from the core meaning,”* suggesting that even enhanced clarity might come at the cost of precision. For instance, a simple sentence like *“The theory*

*explains student motivation*” was transformed into *“This particular theory provides an in-depth explanation regarding what drives students to engage in learning activities,”* which, while clearer in structure, introduced unnecessary verbosity and shifted the sentence's original focus. Such occurrences highlight the importance of human oversight and critical evaluation, even when the tool is being used for surface-level rewriting. These concerns reaffirm the conclusions of Asmara & Kastuhandani (2024), who stress that users must double-check AI outputs to maintain the clarity, appropriateness, and accuracy of their academic writing.

Despite these challenges, it is noteworthy that most students did not reject the use of QuillBot outright. Instead, they expressed the importance of measured and reflective use. One student thoughtfully advised, *“It’s better to write our own sentences first, then let the AI help refine them,”* underscoring a perspective that sees AI as a supplementary tool rather than a substitute for original thinking. In this sense, the challenges articulated by students point not to the failure of the tool, but to the necessity of integrating it mindfully, balancing efficiency with authenticity, and technological convenience with human judgment.

In summary, the perceived challenges of using QuillBot involved not only functional limitations but also ethical and developmental concerns. From overdependence and meaning distortion

to stylistic mismatch and technical setbacks, students identified a range of drawbacks that underscore the need for critical engagement when using AI-based writing assistants. These findings offer important pedagogical implications: while QuillBot can be a valuable aid in academic writing, it must be paired with thoughtful instruction, user awareness, and strategies that preserve students' ownership over their writing process.