

CHAPTER V

CLOSURE

This chapter concludes by analyzing the research findings, focusing on students' experiences, benefits and challenges related to QuillBot. It also provides recommendations for additional research and actionable steps for students, educators, and academic supervisors.

A. Conclusion

This study looked into the role of QuillBot as a paraphrasing tool in the academic writing skills of English Education students, such as:

1. Students generally viewed QuillBot as a helpful and practical tool that enhanced their writing process in various ways. It assisted them in paraphrasing complex ideas, improving sentence clarity, enhancing grammatical accuracy, and reducing similarity scores. Many students also reported increased writing confidence and a deeper understanding of academic writing conventions through repeated exposure to well-structured outputs. The tool's user-friendly interface and accessibility further supported its frequent use, particularly during high-pressure writing situations. In this regard, QuillBot functioned not only as a time-saving device but also as a learning aid that contributed to students' writing development.
2. Despite the benefits, students also identified several challenges that arose during their use of QuillBot. A major concern was the risk of

overreliance, where dependence on the tool potentially hindered their ability to write independently. Some paraphrased results were also semantically inaccurate or too advanced, requiring careful revision to preserve meaning. Limitations of the free version, such as restricted features and character limits, led to issues in consistency and style. Additionally, technical difficulties like slow responsiveness or failed autosaves disrupted the writing process. These challenges highlight the importance of using QuillBot with critical awareness, treating it as a supplementary aid rather than a primary solution.

B. Suggestions

For students, QuillBot should be viewed as a supplement to the academic writing process, rather than a comprehensive writing solution. While the tool can improve clarity, grammar, and sentence structure, students should continue to actively participate in writing and editing their own works. Using QuillBot critically, by reviewing, comparing, and altering the output, can help students improve their academic writing skills as well as their ability to communicate ideas honestly.

Educators and academic supervisors face an increasing need to address the usage of AI tools such as QuillBot in students' academic writing activities. Rather than forbidding their usage, instructors may assist students in utilizing such tools properly and ethically. Including discussions about digital writing tools in academic writing teaching may assist students

comprehend how to use technology while maintaining originality, academic integrity, and the development of key writing competencies.

Further research is needed to determine how AI-based paraphrase tools affect academic writing outcomes over time. Researchers may investigate how students with varying competence levels utilize these tools, how tool usage influences the development of independent writing ability, and what pedagogical practices can best support the balanced incorporation of AI in academic writing education.