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Students' Perception on the use of Quillbot as Paraphrasing Tool in Paragraph Writing

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A B S T R A C T

This study looks into how students in the English Language Education Study Program at Universitas Tanjungpura perceive QuillBot as a paraphrasing tool when composing paragraphs. The goals were to investigate how students' rate QuillBot in terms of utility, ease of use, supportive conditions, and social influence, as well as to find the most important aspect influencing their acceptance of the technology. The study took a descriptive quantitative method and was guided by Venkatesh's Unified Theory of Acceptance and Use of Technology (UTAUT). A trustworthy and validated online survey was used to gather data. The findings demonstrate that students' opinions of all UTAUT constructs were largely favourable. Students' perceived QuillBot was simple to use, good at enhancing sentence structure and vocabulary, and useful for creating well-organized paragraphs. These findings imply that using AI-assisted writing tools such as QuillBot can aid academic writing development in English language instruction. Future research should compare QuillBot to other paraphrase platforms to determine its impact on long-term writing competency.

Keywords: *AI Paraphrasing tool, Paragraph Writing, Quillbot, UTAUT*

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INTRODUCTION

Artificial Intelligence (AI) has transformed higher education in recent years, particularly in the development of academic writing skills (Choi et al., 2025; Pandey, 2024). Its integration has revolutionized the educational landscape by offering students new ways to enhance their writing consistency, clarity, and academic tone (Sa'adah et al., 2025). The use of artificial intelligence (AI) in academic writing is becoming more common as students' digital literacy grows, particularly in contexts where English is taught as a foreign language (EFL) contexts (Nazim, 2024). In response, various AI – powered systems have been developed to support academic writing needs.

One of the most widely adopted AI-based writing tools is QuillBot, an online paraphrasing and grammar-checking platform that has gained significant popularity among students and educators (Kurniati & Fithriani, 2022) . QuillBot's paraphrasing function is especially valued, as it allows users to restructure text without altering its original meaning a critical requirement for avoiding plagiarism and maintaining academic integrity (Biermann et al., 2022). Its additional features, such as synonym suggestions and multiple rephrasing modes, further support students in crafting more sophisticated and polished writing (Dale, 2020). QuillBot provides several paraphrasing modes to support academic writing. The Standard Mode focuses on rephrasing while retaining the original meaning, allowing writers to develop and refine ideas in a natural way (Safrida & Puspitasari, 2024; Fitria, 2021). Meanwhile, the Fluency Mode enhances readability by improving grammatical accuracy and sentence flow, making the text more professional and accessible to readers (Andriani et al., 2024; Fitria, 2022). Both modes serve as effective tools for producing clearer, more polished academic writing.

At the core of Quillbot's functionality is paraphrasing, a crucial academic writing technique defined as restating a text in different words while preserving its original meaning (Polat et al., 2021). Mastering paraphrasing enables students to demonstrate comprehension, avoid plagiarism, and refine their writing with precision and sophistication (Clarin et al., 2023). This can be achieved by altering sentence structure, adjusting sentence length, and using synonyms while avoiding mere word substitution (Emawati & Noermanzah, 2023). Beyond improving sentences, paraphrasing directly enhances the quality of paragraph writing, which forms the foundation of academic discourse. A well-structured paragraph comprising a clear topic sentence and logically connected supporting details requires coherence and flow, both of which are strengthened by paraphrasing practices (Folse, 2020; Khatri & Khadka, 2025; Nunan & Choi, 2023). In the context of this study, paragraph writing was formally taught in the English Education Study Program at Universitas Tanjungpura as a compulsory third semester course. Developing the ability to write parts of text, including paragraphs, is an important aspect of learning to write, which supports academic success in general (Rezeki & Surmiyati, 2021).

Previous research has highlighted the benefits of AI-powered paraphrasing tools like Quillbot in supporting academic writing. For instance, study by Nurmayanti and Suryadi (2023), found that students who used Quillbot were able to produce better writing, with reduced errors and lower plagiarism. Similarly, study by Chanpradit et al., (2024), stated that QuillBot mainly assists with word choice by substituting synonyms to rewrite text while preserving the original meaning. Previous research by Latifah et al., (2024), also states that quillBot improves writing quality by detecting errors and paraphrasing, which can contribute to improved paragraph coherence.

However, not all findings support these benefits**.** Although overall students found AI writing tools helpful, the effect on the quality of their writing was not always positive especially in plagiarism concern (Marzuki et al., 2023). According to a study by Srivastava and Agarwal (2024), there have been worries expressed over the possibility that these tools could promote plagiarism since students might get overly dependent on automatic recommendations and neglect to hone their own writing abilities. According to a different study by Muluk et al., (2021), found that technological developments are one factor that encourages students to plagiarize, indicating that while paraphrase tools simplify writing, they also risk fostering reliance on automated answers rather than the pursuit of originality. Supporting this concern, Roe et al., (2024) found that students often used AI paraphrasing tools to avoid plagiarism, yet this mechanistic approach risked fostering plagiarism by limiting paraphrasing skills.

In practice, many students encounter challenges in using QuillBot effectively. A pre-survey at Universitas Tanjungpura revealed that some third-semester English Education students were unfamiliar with QuillBot's paraphrasing features, while others expressed positive attitudes toward its benefits. Research from Malon et al. (2024), mentioned that students frequently struggle to determine the appropriate context for AI-generated paraphrases, including the risk of losing its original significance and context when utilizing these technologies. The opinions of English language education majors at Indonesian institutions about QuillBot's function in academic writing were investigated by Syahnaz and Fithriani (2023). These results demonstrate QuillBot's potential as a useful tool for students looking to uphold academic integrity while also becoming better writers. Kurniati and Fithriani (2022), the study looked into postgraduate students' perceptions of using QuillBot in their academic writing process. According to the findings, QuillBot greatly contributes to the improvement of writing quality and the development of academic writing among postgraduate students.

Building on these insights, the researcher was prompted to undertake similar research due to the difficulties encountered by students in the English Language Education Study Program at Universitas Tanjungpura when utilizing QuillBot as a paraphrase tool. Unlike earlier studies that focused on general academic writing, this study fills a gap by studying students' acceptance and perceptions of QuillBot using the Unified Theory of Acceptance and

Use of Technology (UTAUT) framework (Venkatesh et al., 2003; Rençber, 2020). Four main constructs were identified by UTAUT as influencing the adoption of technology: social influence (support from peers and instructors), facilitating conditions (the availability of resources and support that enable students to use QuillBot effectively), performance expectancy (the perceived benefits of the tool), and effort expectancy (the ease of use of QuillBot). This approach enables researcher to investigate the factors influencing students' use of AI-powered paraphrase tools.

The main objectives are examining how English Language Education students at Universitas Tanjungpura perceive the effectiveness of QuillBot as a paraphrasing tool in supporting their paragraph writing and to identify the dominant UTAUT construct that influences their acceptance and use of the tool. By addressing these objectives, the study builds upon the growing literature on AI integration in EFL education. Recent findings suggest that while tools like QuillBot enhance writing performance, they also raise concerns regarding students' dependence on AI and the potential erosion of independent writing skills (Asmara & Kastuhandani, 2024). Educators and curriculum designers continue to have a significant difficulty in striking a balance between using AI to improve writing and encouraging authentic skill development (Corcuera, 2024).

Based on these considerations, the researcher conduct a descriptive quantitative study to explore students' perceptions of the acceptance of Quillbot in the writing process. A descriptive quantitative research design is a methodological approach focused on systematically analyzing and presenting data to provide a detailed account of phenomena, without attempting to establish causal relationships (Miksza et al., 2023). The use of questionnaires as a data collection instrument allows researcher to collect data efficiently from a large number of responders (Holmes, 2023). The findings are expected to contribute for students by emphasizing how their perceptions and attitudes affect the use of such tools in developing writing skills and maintaining academic integrity, while also serving as a valuable reference for future researchers investigating AI-assisted learning and writing practices in different contexts.

METHOD

Research Design

This study utilized a descriptive quantitative research design for exploring students' perceptions of utilizing QuillBot as a paraphrasing tool in paragraph writing. This method was chosen because descriptive quantitative is used to summarize and present numerical data clearly and efficiently, allowing researcher to observe patterns and characteristics in the data, but without making generalizations beyond the observed dataset (Cohen et al., 2018; Creswell & Creswell, 2018). This method was utilized by the researcher to investigate how students in the English Language Education Study Program at Universitas Tanjungpura rate the usefulness, ease of use, and efficacy of QuillBot in paragraph writing.

Participants

The study involved third-semester students of the 2023 batch from the English Language Education Study Program at Universitas Tanjungpura who had completed the Paragraph Writing course. The total population consisted of 95 students across five classes (A1, A2, A3, B1, and B2), from which a purposive sample of 84 students was selected. Purposive sampling was employed to ensure that participants had prior experience using QuillBot's free version and were familiar with its features in the context of paragraph writing (Relyea et al., 2022). These criteria allowed the study to focus on students who could provide informed perceptions based on actual usage of the tool.

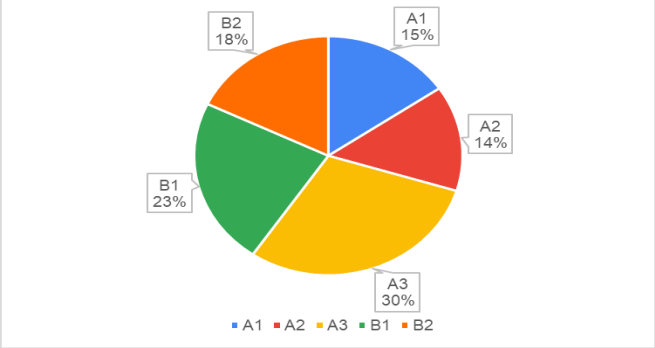

Figure 1. The Participants of The Research

Instruments

A Google Forms questionnaire was used to collect data online. In order to conform to the UTAUT framework. The instrument was adapted from validated questionnaires used in prior studies (Rahmani, 2023; Hiếu et al., 2022; Kurniati and Fithriani, 2022), with modifications to align with the research focus on paragraph writing and the UTAUT framework (Venkatesh et al., 2002). Four dimensions were examined by the 14 Likert-scale items in the questionnaire: social influence, facilitating conditions, performance expectancy, and effort expectancy. A large sample size could be attained quickly thanks to the use of an online questionnaire, which also guaranteed effective data collection (Cohen et al., 2018).

Prior to the main data collection, validity and reliability tests were conducted. Construct validity was assessed using Corrected Item-Total Correlation, with all items meeting the required validity thresholds. Validity in test items refers to measuring students' ability (Pradana et al., 2017). Cronbach's Alpha was used to determine the instrument's internal consistency, with a coefficient of 0.950 indicating outstanding reliability. These findings demonstrated that the questionnaire was accurate and reliable for assessing students' attitudes toward QuillBot in paragraph writing.

Data Analysis

Microsoft Excel was used to calculate descriptive statistics such as mean scores and standard deviations. The results were then interpreted by applying Bringula's score five-point scale based on Talibo et al., (2022), which categorizes students' replies from "Strongly Disagree" to "Strongly Agree". The classification scale is shown in Table 1.

Table 1. Perception Classification

Scale	Verbal Interpretation	Range
5	Strongly Agree	4.21 – 5.00
4	Agree	3.41 – 4.20
3	Neutral	2.61 – 3.40
2	Disagree	1.81 – 2.60
1	Strongly Disagree	1.00 – 1.80

The researcher was able to present a thorough summary of students' impressions of the four UTAUT constructs; effort expectancy, performance expectancy, facilitating conditions, and social influence by using this classification approach. Frequency distributions and percentages were also computed to enhance the interpretation of the results and to further show the response patterns. The study provides important insights into the elements affecting students' acceptance and usage of QuillBot as a paraphrasing tool in academic writing through this methodical and quantitative investigation.

FINDINGS AND DISCUSSION

Findings

The data for this study comes from students in the third semester of Universitas Tanjungpura's English Language Education Study Program who had previously used QuillBot as a paraphrasing tool to create paragraphs. The 14 items in this study's questionnaire were organized around four constructs: effort expectation, performance expectancy, enabling variables, and social impact, all of which are based on the Unified Theory of Acceptance and Use of Technology (UTAUT). The students' replies were analyzed using descriptive statistics

such as means and standard deviations. Bringula's five-point categorization system, based on Talibo et al. (2022), was used to interpret the results.

Mean Scores per UTAUT Construct

Effort Expectancy Construct

In the first section of the questionnaire, 3 out of 14 items specifically assessed students' beliefs regarding the ease of using QuillBot for paragraph writing.

Table 2. Effort Expectancy Aspects

Items Number	Statements	Mean Score	Standard Deviation	Meaning
1.	Quillbot provides a user-friendly interface for me	3.82	0.91	Agree
2.	I have no difficulty using Quillbot's free version for paraphrasing	3.76	1.10	Agree
3.	I can decide which Quillbot mode to use based on what my paraphrasing needs	3.86	1.08	Agree
Total		3.81	1.03	Agree

Table 2 shows students' perceptions of the ease of use of QuillBot in writing paragraphs, with an overall average score of 3.81 (SD = 1.03), which is categorized as "Agree" on the Bringula scale. The highest score (3.86) reflects students' confidence in choosing the appropriate mode, while the lowest score (3.76) is related to the ease of use of the free version, although it is still within the "Agree" range. The small difference in standard deviation (0.91–1.10) indicates slight variations in digital literacy among students.

Performance Expectancy Construct

In the second section of the questionnaire, five out of fourteen items specifically focused on evaluating students' beliefs about how QuillBot supports and enhances their performance in paragraph writing, addressing the construct of Performance Expectancy.

Table 3. Performance Expectancy Aspects

Items Number	Statement	Mean Score	Standard Deviation	Meaning
4.	Using Quillbot helps me paraphrase significantly faster compared to doing it manually	4.06	0.93	Agree
5.	I believe that Quillbot's standar mode help improve the grammar of my paragraphs	3.79	1.05	Agree
6.	I Believe Quillbot's features help me find the fitting words for my paragraphs	3.82	0.94	Agree
7.	Quillbot's features help me create well-organized paragraph through paraphrasing	3.82	0.90	Agree
8.	I believe that Quillbot's paraphrasing results help me create a paragraph that is readable	3.81	0.98	Agree
Total		3.86	0,96	Agree

Table 3 presents students' perceptions of performance expectancy, which reflects how useful QuillBot is in enhancing their paragraph writing. The overall mean score for this construct was 3.86, categorized as "Agree," indicating strong perceptions of QuillBot's value in improving writing performance. An interesting observation within this construct is that two items, one regarding the tool's ability to help students select fitting words and the other concerning paragraph organization both yielded identical mean scores of 3.82. However, differences in standard deviation between these two items (SD = 0.94 vs. SD = 0.90) reveal that while students consistently valued QuillBot's contribution to paragraph structure, there was slightly more variation in perceptions regarding vocabulary enhancement. This may reflect differences in individual writing styles or proficiency levels, with some students deriving greater lexical benefit from the tool than others

Facilitating Conditions Construct

In the third section of the questionnaire, three out of fourteen items were intended to assess students' perceptions of the resources and support available to help them use QuillBot effectively.

Table 4. Facilitating Conditions Aspects

Items Number	Statement	Mean Score	Standard Deviation	Meaning
9.	Quillbot is compatible with the other digital tools I use for academic writing	3.67	0.96	Agree
10.	I have the necessary knowledge to effectively use Quillbot for paraphrasing and paragraph writing	3.67	0.94	Agree
11.	I feel that the free version of Quillbot helps me choose appropriate words for paraphrasing	3.71	0.99	Agree
12.	I feel that the paraphrasing results from Quillbot's Standard Mode help me develop ideas in writing a paragraph	3.67	1.06	Agree
Total		3.68	0.98	Agree

Table 4 presents the results for facilitating conditions, with an overall mean score of 3.68, classified as "Agree" based on Bringula's scale. Three items pertaining to QuillBot's compatibility with other academic tools, students' own knowledge to use QuillBot effectively, and the tool's role in supporting idea development each yielded identical mean scores of 3.67. While this uniformity reflects general consensus among students that these facilitating conditions are adequate, the associated standard deviations offer further nuance. The results suggest that while students generally perceive adequate support for integrating QuillBot into their academic writing practices, variability in compatibility and idea development points to contextual differences that may affect tool adoption.

Social Influence Construct

In the fourth section of the questionnaire, two out of fourteen items were designed to examine the influence of social factors, such as peer on students' decision to use QuillBot, addressing the construct of Social Influence.

Table 5. Social Influence Aspects

Items Number	Statement	Mean Score	Standard Deviation	Meaning
13.	I use Quillbot for paraphrasing because people I trust recommend it	3.60	1.14	Agree
14.	I plan to recommend Quillbot to my friends to help them with paraphrasing	3.87	1.03	Agree
Total		3.74	1.09	Agree

Table 5 shows the section of the questionnaire focused on how peer recommendations and social encouragement impact students' use of QuillBot, assessed through two items. The overall mean score for this construct was 3.74 (SD = 1.09), again categorized as "Agree." The item with the highest mean score (3.87) indicated students' willingness to recommend QuillBot to their peers, suggesting strong satisfaction with the tool's usefulness in academic writing. The slight increase in standard deviation here also suggests that students' pathways to discovering and adopting QuillBot were somewhat varied. Some may have adopted it independently through online exploration or through institutional encouragement rather than solely through peer influence.

Dominant UTAUT Construct in Students' Perception of QuillBot Use

This section highlights the highest-scoring items across the four UTAUT constructs, as seen in Table 6.

Table 6. Dominant Aspects

Items Number	Statement	Mean Score	Standard Deviation	Meaning
3	I can decide which Quillbot mode to use based on what my paraphrasing needs	3.86	1.08	Agree
4	Using Quillbot helps me paraphrase significantly faster compared to doing it manually	4.06	0.93	Agree
11	I feel that the free version of Quillbot helps me choose appropriate words for paraphrasing	3.71	0.99	Agree
14	I plan to recommend Quillbot to my friends to help them with paraphrasing	3.87	1.03	Agree

Based on the results shown in the table, the overall perception of students toward the use of QuillBot in paragraph writing is positive across all UTAUT constructs. Each item representing the highest mean score from its respective construct falls within the "Agree" category, indicating favourable responses from students. Among the four items, the dominant construct was found in the performance-related aspect, suggesting that students perceive QuillBot as particularly effective in enhancing the speed of paraphrasing. This is followed by students' readiness to promote QuillBot to their peers, demonstrating the impact of positive user experiences on social behaviour.

Discussion

The purpose of this study was to investigate the perceptions of third-semester students in the English Education Study Program at Universitas Tanjungpura regarding the use of QuillBot as a paraphrasing tool in paragraph writing, as well as to identify the dominant UTAUT construct that influences their acceptance and use of the tool. This emphasis is vital because paraphrasing plays a critical role in academic integrity, coherence, and clarity in writing, particularly in paragraph formation. The study's contribution lies in enriching the literature on AI integration in EFL education by applying the UTAUT framework to analyze students' acceptance of QuillBot, offering both theoretical insights into the factors that shape technology adoption and practical implications for enhancing students' writing skills.

The study found that English Language Education students at Universitas Tanjungpura generally perceive QuillBot positively in supporting paragraph writing, All UTAUT components, including effort expectancy, performance expectancy, facilitating factors, and social impact, fit into the "Agree" category on the Likert scale as interpreted by Talibo et al., (2022), with mean scores ranging from 3.60 to 4.06. Among these, performance expectancy emerged as the dominant factor, as students emphasized QuillBot's ability to significantly improve the speed and efficiency of paraphrasing compared to manual efforts. This highlights that while ease of use, available support, and peer influence contribute to acceptance, the primary reason for students' engagement lies in the tool's perceived effectiveness in enhancing their academic writing performance.

The consistent occurrence of the "Agree" category across all constructs indicates a generally positive perception of QuillBot among students. This suggests that students perceive QuillBot as not only a helpful technological tool but also as an educational partner that enhances their academic writing processes. In the framework of UTAUT, this level of agreement can be interpreted as a strong behavioral intention to use the technology, influenced by its perceived benefits and ease of use.

Furthermore, these findings highlight that student recognize QuillBot's role in improving efficiency, accuracy, and confidence in paraphrasing, which are important elements in academic writing. This positive perception also indicates that students are open to integrating AI-based tools into their learning practices, demonstrating their ability to adapt to technological innovations in education. This underscores the importance of providing guidance on ethical and effective use, ensuring that students utilize such tools to enhance not replace their independent writing skills.

In the performance expectancy construct, the highest scoring item was "Using QuillBot helps me paraphrase significantly faster compared to doing it manually" (M = 4.06). This data demonstrates that students place a high value on QuillBot's ability to save time. The results of this investigation are consistent with Venkatesh et al. (2003), whose UTAUT model states that technology will be more easily accepted if it can improve performance. This supports the arguments of Choi et al., (2025) and Biermann et al., (2022), who noted that AI tools gain popularity among students when they fulfill immediate academic needs, such as speed and accuracy in writing tasks. On the other hand, "I think that QuillBot's standard mode helps improve the grammar of my paragraphs" (M = 3.79) was the lowest item in this construct. This implies that even if students recognize QuillBot's value, they are nevertheless wary of its capacity to improve grammatical accuracy possibly as a result of the free version's limits or the absence of comprehensive linguistic corrections. This criticism is consistent with research

by Chanpradit et al., (2024), which discovered that AI-generated paraphrase frequently lacks syntactic sophistication and grammatical accuracy.

The item that received the highest rating in the effort expectancy category was "I can choose which QuillBot mode to use depending on what my paraphrasing needs" (M = 3.86). This indicates that student's value QuillBot's easy-to-use features and adjustable modes (Standard or Fluency), which give them a sense of control and customization. This conclusion is in line with findings of El-Garawany (2024), who emphasized QuillBot's user-friendly interface, and supports the UTAUT construct, which holds that ease of use increases user acceptability. However, the item "I have no trouble using QuillBot's free version for paraphrasing" had the lowest mean score (M = 3.76). The higher standard deviation (SD = 1.10) and comparatively lower score suggest that some students had difficulties, most likely as a result of the free version's limited functionality and character constraints. This runs counter to research like Corcuera (2024) which asserted that QuillBot was uniformly user-friendly for the majority of students. In this case, the degree of digital literacy and usage frequency of the students may have affected this variance.

The item with the highest score for the facilitating conditions construct was "The free version of QuillBot helps me choose appropriate words for paraphrasing" (M = 3.71), suggesting that students appreciated the tool's capacity to expand vocabulary and offer synonyms. This outcome aligns with the findings of Chanpradit et al., (2024), who observed that QuillBot provided suitable word replacements while aiding in the retention of important concepts. Conversely, QuillBot's ability to work with other tools, students' comfort level with it, and its role in idea generation were the lowest-scoring elements, all of which had an average score of 3.67. These lower ratings might be the result of students' inability to integrate QuillBot with other online resources like Grammarly or Turnitin, or of their preference for independent thought over AI-assisted planning. This is consistent with studies by Muluk et al., (2021), who highlighted that easy access to digital resources can result in plagiarism because not all students possess the academic literacy and ethical knowledge necessary to use them appropriately. This indicates that without academic character development, technical facilitation may backfire.

Finally, in the social influence dimension, the highest mean score was attributed to the item "I plan to recommend QuillBot to my friends to help them with paraphrasing" (M = 3.87). This indicates that once students had a positive experience with the tool, they were inclined to endorse it to peers an example of retrospective social influence. This finding align with study from Asmara and Kastuhandani (2024), who found that peer influence was one of the strongest predictors of AI tool adoption among students.

CONCLUSIONS

The findings indicate that students viewed QuillBot as an effective paraphrasing tool for paragraph writing. They agreed that it supports academic writing by enabling them to produce original and coherent text. Across the four UTAUT constructs—effort expectancy, performance expectancy, facilitating conditions, and social influence, students reported consistently positive perceptions. QuillBot's user-friendly interface met their paraphrasing needs, enhanced writing efficiency, and improved word choice, grammar, paragraph structure, and readability. Students also acknowledged sufficient access to resources, particularly the free version, and noted that peer influence played a role in their adoption and recommendation of the tool. Despite these positive outcomes, the study has limitations. It focused only on third-semester students from a single university and relied on a quantitative design, limiting insight into individual experiences. Moreover, findings are not generalizable to premium users who may perceive the tool differently. These constraints highlight the need for further research. Future studies should employ qualitative or mixed methods to explore students' experiences, challenges, and expectations when using QuillBot. Comparative analyses with other paraphrasing tools or evaluations of writing quality with and without

QuillBot could also provide a broader understanding of its effectiveness in supporting academic writing.

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