

ABSTRAK

ANGGI ANGGRAENI. 2025. "INVESTIGATING EFL STUDENTS' PERCEPTIONS OF QUILLBOT PARAPHRASING TOOL IN ACADEMIC WRITING". *Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.*

Tujuan dari penelitian kualitatif ini adalah untuk menyelidiki persepsi mahasiswa EFL tentang QuillBot dalam penulisan akademis. Berfokus pada tiga mahasiswa, penelitian ini berusaha mendapatkan pemahaman mendalam tentang pengalaman dan persepsi dari tiga mahasiswa EFL di salah satu perguruan tinggi negeri. Data dikumpulkan dari hasil wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik, untuk mengungkapkan persepsi mahasiswa EFL tentang QuillBot dalam penulisan akademis. Temuan penelitian menunjukkan bahwa mahasiswa EFL memandang QuillBot secara positif, terutama dalam hal mempercepat proses parafrase, mengurangi risiko plagiarisme, serta meningkatkan variasi kalimat dalam tulisan akademis mereka. Fitur-fitur seperti mode parafrase dan pemeriksaan tata bahasa dianggap dapat meningkatkan kualitas penulisan. Namun, beberapa tantangan juga dihadapi, seperti keterbatasan versi gratis, ketidakakuratan hasil parafrase yang terkadang terjadi, dan potensi ketergantungan berlebihan pada alat ini. Meskipun QuillBot memberikan manfaat dalam penulisan akademis, penggunaan alat ini perlu diimbangi dengan pengembangan keterampilan menulis mandiri dan pemahaman kritis terhadap hasil parafrase yang dihasilkan.

Kata kunci: Persepsi Mahasiswa, Parafrase, QuillBot, Penulisan Akademik

ABSTRACT

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The purpose of this qualitative study is to investigate EFL students' perceptions of QuillBot in academic writing. Focusing on three students, this research aims to gain an in-depth understanding of the experiences and perceptions of three EFL students at a public university. Data were collected using semi-structured interviews and thematic analysis was used to interpret the results related to EFL students' perceptions of QuillBot in academic writing. The purpose of this qualitative study focused on exploring EFL students' perceptions of QuillBot in relation to their academic writing. Focusing on three students, this study aimed to comprehensively explore the perceptions of three EFL students studying at one public university. To explore the students' insights, data were obtained from semi-structured interviews. Thematic analysis was applied to capture EFL students' perceptions of QuillBot in academic writing. The findings showed that EFL students had positive impressions of QuillBot, particularly in terms of its efficiency in paraphrasing tasks, helping to avoid plagiarism, and increasing sentence variety in academic texts. Students noted that the paraphrasing mode and grammar checking features improved the quality of their writing. On the other hand, some participants mentioned obstacles including free limitations of the free version, paraphrase relevance issues, and dependency. Although QuillBot has advantages in academic writing, the use of this tool should be considered in conjunction with the development of students' independent writing style and understanding of the given synthetic paraphrase.

Keywords: Students' Perceptions, Paraphrasing, QuillBot, Academic Writing