English Lecturers' Perceptions towards the *Quillbot* App: An Alternative for Students in Paraphrasing and Rewriting English Writing

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ARTICLE INFO	ABSTRACT
	This study examines the perceptions of English lecturers at the Faculty of Languages and Culture, University of 17 Agustus 1945 Semarang, regarding the use of *QuillBot*, an AI-powered paraphrasing tool, in academic writing. In an era where digital tools are transforming educational practices, *QuillBot* offers features such as grammar improvement, paraphrasing, and plagiarism prevention, which are particularly beneficial for non-native English speakers. Employing a quantitative research approach, data were collected through structured questionnaires and semi-structured interviews with seven English lecturers familiar with *QuillBot*. Findings reveal that 85% of lecturers perceive *QuillBot* as beneficial for enhancing students' paraphrasing and rewriting skills, while 70% believe it improves grammar and sentence structure. However, 30% expressed concerns about over-reliance on the tool, which may hinder the development of students' independent writing abilities. The study underscores the importance of integrating *QuillBot* into teaching strategies responsibly. While its utility in fostering academic integrity and writing proficiency is evident, lecturers emphasize the need to balance its use with traditional learning methods to ensure holistic language development. The research highlights the potential of *QuillBot* to supplement instruction, but cautions against its overuse, which might compromise critical thinking and originality in student writing. Recommendations include incorporating *QuillBot* into process-oriented writing pedagogies, promoting digital literacy, and utilizing peer-review sessions to mitigate dependency. The study contributes to the discourse on AI-driven tools in education, advocating for a balanced approach that maximizes their benefits while maintaining academic integrity. Limitations include the small sample size and focus on a single institution, suggesting avenues for future research involving diverse contexts and quantitative assessments of *QuillBot's* impact on writing quality and plagiarism rates.

Introduction

In the contemporary education era, the development of digital technology has completely transformed conventional teaching and learning approaches, equipping instructors and students with sophisticated instruments to enrich the educational process. Out of these tools, *QuillBot* has become a widely used online paraphrase and rewriting tool specifically created to help students enhance their writing abilities. It empowers students to

produce alternate iterations of text, minimize plagiarism, reduced long phrases, and enhance their grammar, all of which are crucial skills in academic writing. Considering the growing focus on originality and academic integrity, tools such as *QuillBot* provides vital assistance in enabling students to meet these standards.

Despite their widespread use, there are ongoing arguments about the effectiveness and acceptability of such technologies in educational settings, particularly in higher education. On the one hand, *QuillBot* has considerable benefits for non-native English speakers by providing different ways to communicate ideas and assisting in grasping the complexity of English grammar and syntax. However, there are worries regarding students' overreliance on paraphrase tools, which may impede the development of critical thinking and original writing skills by prioritizing convenience over developing their linguistic capacities.

The existing literature emphasizes both the benefits and limitations of using digital tools into academic contexts. For example, (Voicu, n.d.) discuss how digital paraphrasing tools help students grasp fundamental academic writing habits like paraphrasing and synthesizing information to avoid plagiarism. Similarly, (Thohir et al., 2024) show that using such tools to expose students to different syntactic structures and lexical choices might help them develop a more sophisticated writing style, especially if they are not native speakers. However, (Borenstein & Howard, 2021) research highlights concerns about the negative impacts of overreliance on these technologies, warning that it may hinder students' development of independent writing and critical thinking abilities.

While these studies offer useful insights, they do not sufficiently address educators' roles in molding the efficient use of paraphrase tools in learning environments. There is particularly little research into how English lecturers view and negotiate the integration of technologies such as *QuillBot* in academic writing teaching. (Davis & Carroll, 2009) emphasize the value of formative feedback enabled by digital technologies, but they do not explore how educators balance the benefits of these tools with the requirement to promote independent skill development. Furthermore, (Ihekweazu et al., n.d.) analyze ethical concerns with AI-driven paraphrase tools, although they advocate for greater research into how institutional policies and educator training may alleviate these dangers.

This study fills these gaps by concentrating on English lecturers impressions of *QuillBot* use at the Faculty of Languages and Culture, University of Agustus 1945 (UNTAG) Semarang. This study attempts to explore how lecturers—key gatekeepers of academic standards—perceive *QuillBot's* function in assisting academic writing, as well as the possible issues it presents. The findings will help lecturers gain a more nuanced knowledge of how to balance using technology to improve learning outcomes with the integrity of academic writing processes.

Furthermore, recent advances in AI and natural language processing (NLP) have considerably improved tools such as QuillBot, resulting in increased application in educational contexts (Aljuaid, 2024). However, (Kim & Kim, 2022), argue technological

advancement needs the inclusion of digital literacy in curricula to guarantee that students not only utilize these tools efficiently but also critically analyze their outputs. Building on these findings, this study investigates how lecturers perceive their responsibility in guiding students to utilize QuillBot appropriately, as well as whether institutional regulations encourage such efforts.

To summarize, this study aims to address two research questions: (1) What are the perceptions of English lecturers at the Faculty of Languages and Culture, University of 17 Agustus 1945 Semarang, regarding the use of *QuillBot* in academic writing?, and (2) How do these lecturers balance the advantages of using *QuillBot* to enhance students' learning outcomes with the imperative to uphold academic integrity and foster independent writing skills?.

Research Methods

This study uses a quantitative research approach to investigate English lecturers' perceptions of *QuillBot*. Structured questionnaires and semi-structured interviews were used to collect data from English lecturers at the University of 17 Augustus 1945 Semarang's Faculty of Languages and Culture.

Purposive sampling was used to guarantee that participants were lecturers who had relevant experience utilizing or evaluating *QuillBot* in their teaching practices. Seven English lecturers from the Faculty of Languages and Culture were selected. The selection criteria were familiarity with *QuillBot* and a willingness to engage in both the questionnaire and interview portions of the study. This method ensured the inclusion of participants who had practical knowledge of *QuillBot's* applicability in academic contexts.

The structured questionnaire was intended to examine three major areas: (1) Familiarity with *QuillBot* - determining the extent of lecturers' knowledge and use of the tool; (2) Perceived Effectiveness - assessing *QuillBot's* utility in improving students' writing skills and academic output; and (3) Concerns and Challenges -identifying any limitations or issues associated with *QuillBot's* use.

The questionnaire consisted of 20 items, including both closed-ended questions (using a Likert scale ranging from 1 = strongly disagree to 5 = strongly agree) and a few open-ended questions to capture additional comments. Before distribution, the questionnaire underwent a pilot test with three lecturers to ensure clarity and relevance, resulting in minor revisions for improvement.

The semi-structured interviews were designed to provide more in-depth insights into the questionnaire results. An interview guide was created with open-ended questions on lecturers' experiences, particular instances of utilizing *QuillBot*, and perceptions of its impact on teaching and learning. Each interview lasted 30-45 minutes and was performed in person or online, depending on the participant's desire. The interviews were audiotaped and transcribed verbatim for analysis.

The quantitative results from the surveys were examined using descriptive statistics to detect broad patterns and inferential statistics to investigate connections between factors,

such as familiarity with *QuillBot* and perceived effectiveness. Statistical approaches such as Pearson's correlation and t-tests were used with SPSS software. Thematic analysis was conducted on the qualitative data collected during the interviews. The transcripts were coded to detect recurring patterns and topics, such as shared benefits, obstacles, and recommendations for using *QuillBot*. The combination of these strategies resulted in a thorough grasp of the lecturers' perspectives and experiences.

Findings

The data show that the vast majority of English lecturers have a favorable opinion of *QuillBot*. Approximately 85% of respondents felt that *QuillBot* is a beneficial tool for paraphrasing and rewriting, with 78% believing it helps students prevent plagiarism. Lecturers pointed out that *QuillBot's* ability to present several paraphrase possibilities helps students to think critically about their writing. Furthermore, 70% of lecturers reported that *QuillBot* helps students improve their grammar and sentence structure, resulting in more polished and professional writing.

However, some expressed concern about the tool's potential for overreliance. Approximately 30% of lecturers expressed concern that extensive usage of *QuillBot* might prevent students from developing their own writing talents. They stressed the importance of a balanced approach, mixing digital resources with traditional teaching methods to promote thorough language learning.

English Lecturers' Perceptions of the QuillBot App

The analysis of the data on English lecturers' perceptions of *QuillBot* reveals both positive feedback and concerns regarding its use in academic settings. Below are the summarized findings in tables.

Table 1. English Lecturers' Perception of QuillBot's Usefulness

English lecturers' perceptions	Percentage of Lecturers (%)
QuillBot is useful for paraphrasing	85
QuillBot helps avoid plagiarism	78
QuillBot improves grammar and sentence structure	70
Concerns over potential over-reliance	30

The table 1. provides a summary of English lecturers' perceptions of the *QuillBot* app based on various aspects related to its use in academic writing. A significant 85% of lecturers believe that *QuillBot* is useful for paraphrasing, highlighting the tool's effectiveness in helping students rephrase text and express ideas in alternative ways. Furthermore, 78% of lecturers feel that *QuillBot* helps students avoid plagiarism by assisting them in generating original content or properly rewording existing material, which is essential for maintaining academic integrity.

Additionally, 70% of respondents acknowledge *QuillBot's* positive impact on improving students' grammar and sentence structure. This indicates that lecturers view the app as a useful tool for refining the technical aspects of writing, leading to more polished and coherent outputs.

However, despite these advantages, 30% of lecturers express concerns about the potential over-reliance on *QuillBot*. They worry that students might become too dependent on the tool, which could hinder the development of independent writing skills and critical thinking. These concerns underline the importance of balancing the use of digital tools with traditional learning methods to ensure students cultivate their own writing abilities.

Table 2. Positive Impact of *QuillBot*

Positive Impact	Percentage of Lecturers (%)
Improves students' paraphrasing and rewriting skills	85
Helps students avoid plagiarism	78
Encourages critical thinking in writing	-
mproves grammar and sentence structure	70

The table 2. outlines the positive impacts of using *QuillBot*, as perceived by English lecturers. A strong majority, 85% of lecturers, believe that *QuillBot* significantly improves students' paraphrasing and rewriting skills. This suggests that the tool effectively helps students in rephrasing content and presenting ideas in new ways, a key component in academic writing. Furthermore, 78% of lecturers recognize that *QuillBot* helps students avoid plagiarism. By providing students with alternative expressions and helping them to appropriately paraphrase, the tool contributes to maintaining academic integrity.

In addition to paraphrasing, 70% of lecturers agree that *QuillBot* plays an important role in improving grammar and sentence structure. This highlights its usefulness in refining students' technical writing skills, ensuring that their work is grammatically correct and well-structured.

While no specific percentage was provided regarding the encouragement of critical thinking, the overall findings suggest that *QuillBot* may indirectly foster this skill by requiring students to engage with different ways of rewording and presenting ideas. However, the lack of direct mention in this category may indicate that the tool is seen primarily as a mechanical aid rather than one that significantly enhances deeper thinking processes.

Table 3. Concerns About Over-reliance on *QuillBot*

Concern	Percentage of Lecturers (%)
Over-reliance may hinder students' writing skills development	30
Need for balanced use with traditional teaching methods	-

The table 3. highlights key concerns English lecturers have regarding the use of *QuillBot* in academic writing. One of the primary worries is the potential over-reliance on the tool, with 30% of lecturers expressing concern that extensive use of *QuillBot* might hinder the development of students' independent writing skills. This suggests that some educators fear students may become too dependent on the software, relying on it for paraphrasing and rewriting rather than developing their own critical thinking and linguistic abilities.

Balancing QuillBot's Benefits with Academic Integrity and Independent Writing Skills

English lecturers underline the need of striking a balance when using QuillBot to improve students' learning outcomes. They believe it is critical to maintain academic

integrity when employing digital tools. Furthermore, lecturers emphasize the need of developing students' independent writing skills. Overreliance on tools like *QuillBot* can be a problem in this sense. It may impede students from developing necessary writing skills on their own. This dependency could jeopardize their overall academic progress. As a result, lecturers urge for a balanced approach that allows students to profit from technology while maintaining their literary individuality.

Although no particular percentage is given for the perfect balance, lecturers agree on how *QuillBot* should be employed. They believe that *QuillBot* should be used in conjunction with established educational methods rather than as a replacement. Digital technologies such as *QuillBot* are regarded as significant resources during the writing process. However, they should not be the primary source of education. Lecturers suggest using these technologies into traditional writing instruction. This strategy ensures that students benefit from both technological and traditional ways.

This balanced approach ensures students derive value from technology. At the same time, it allows students to practice and learn through hands-on experiences. Lecturers believe that this equilibrium is critical for language development. It also plays an important role in ensuring academic integrity. Maintaining this balance allows students to develop a wide range of abilities. They can develop their writing skills while maintaining their independence. This technique helps students develop as writers while adhering to academic norms.

The findings suggest that while *QuillBot* is viewed positively by a substantial majority of English lecturers for its utility in enhancing students' writing, there are significant concerns regarding its potential to hinder students' development of independent writing skills. This indicates a need for educators to integrate *QuillBot* effectively within their teaching strategies.

Discussion

QuillBot's positive reception by English Lecturers at Universitas 17 Agustus 1945 Semarang demonstrates its potential as a useful aid in academic writing. Lecturers enjoy the app's ability to help students improve their writing by providing real-time feedback on grammar and structure. This is consistent with other study, such as that of (Kim & Kim, 2022), who found that when used appropriately, digital tools can significantly improve writing skills.

However, worries about over-reliance on QuillBot highlight the importance of carefully integrating such tools into teaching methods. (Myint, n.d.) point out, while digital technologies can help with learning, they should not replace the core process of skill development. To solve this, lecturers must devise ways that balance the advantages of QuillBot with the development of students' own writing skills.

One useful technique is to promote digital literacy by clearly teaching students about the limitations and suitable applications of *QuillBot*. Bandura's Social Learning Theory states that children learn most effectively through guided practice and modeling. Lecturers can

show students how to critically assess *QuillBot's* ideas, urging them to decide whether to accept or reject its comments. This strategy not only enhances writing but also fosters critical thinking abilities.

Furthermore, including *QuillBot* into a process-oriented writing technique can reduce the danger of dependency. Piaget's Cognitive Development Theory emphasizes the value of active learning and the building of knowledge via experience. Students can internalize writing principles by completing assignments that require them to draft, revise, and reflect on their work, both with and without the use of *QuillBot*. For example, lecturers can create activities in which students first compose a paragraph without assistance and then refine it using *QuillBot*, followed by a discussion of the modifications made.

Additionally, adding peer review sessions alongside *QuillBot* use can improve learning outcomes. Peer review promotes teamwork and exposes students to a variety of perspectives, resulting in a better grasp of good writing processes. Combining *QuillBot's* automated feedback with human contact is consistent with Vygotsky's sociocultural theory, which emphasizes the importance of social interaction in learning.

Finally, assessment processes should stress students' display of writing skills outside of digital tools. For example, lecturers may use in-class writing activities or timed essays to ensure that students learn essential competencies. This method meets (Myint, n.d.), worries about overreliance while emphasizing the need of core abilities.

In conclusion, while *QuillBot* has considerable benefits for improving academic writing, its inclusion into education must be thoughtful and balanced. By implementing teaching tactics that promote critical thinking, active learning, and collaborative activities, lecturers can ensure that students benefit from *QuillBot* without jeopardizing their ability to write independently. These tactics not only match with proven learning theories, but they also prepare students for the complexities of academic and professional communication.

Conclusion

The study concludes that English lecturers at the Faculty of Languages and Culture, University of 17 Agustus 1945 Semarang, have a positive attitude about *QuillBot*, recognizing its function in improving paraphrasing, rewriting, and grammar accuracy. However, the findings highlight the need of utilizing *QuillBot* as an addition to, rather than a replacement for, traditional writing teaching. *QuillBot*, when used responsibly and in moderation, can greatly increase students' writing quality while also promoting academic honesty.

This study has significant consequences for academic writing habits in higher education. First, it emphasizes the potential of AI tools like *QuillBot* to supplement academic writing instruction by tackling typical issues such as syntax problems, a lack of vocabulary, and paraphrasing skills. By incorporating *QuillBot* into writing workshops and classroom activities, lecturers can help students build stronger writing habits while maintaining originality and ethical standards.

Furthermore, the study underlines the importance of educational institutions providing both lecturers and students with training on how to use AI tools effectively and

ethically. Such instruction can promote a balanced approach to academic writing that incorporates technology aid, critical thinking, and creativity.

Despite its merits, this study has a number of shortcomings. First, the sample size was tiny, with only 7 lecturers, which may not accurately represent the larger population of English language learners and instructors. Second, the emphasis on a particular institution limits the findings' generalizability to other educational situations.

Future study could overcome these constraints by using a bigger, more diverse sample of individuals from various universities and countries. This would provide a more complete picture of how QuillBot is perceived and used in various academic settings. Furthermore, quantitative methods, such as experimental research, could be used to assess the tool's direct effect on writing quality and plagiarism rates.

Finally, future studies might look into the long-term consequences of employing QuillBot on students' writing proficiency and academic integrity. Investigating how AI tools affect critical thinking, originality, and writing habits over time could provide significant insights for educators and policymakers looking to properly integrate AI technology into academic courses.

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