

Evaluating the Effectiveness of QuillBot-Paraphraser in Improving Students' Paraphrasing Skills: Students' Points of View

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Abstract

Educational technology has developed very rapidly. Students use it as a means to improve learning and skills. One of the educational technologies related to writing in a foreign or second language is the QuillBot-Paraphraser. This research aims to evaluate the effectiveness of QuillBot-Paraphraser in improving students' paraphrasing skills and the advantages and disadvantages of this feature. This study adopted mix-method research design. The quantitative data was collected through questionnaire containing closed-ended questions and analyzed using SPSS, while qualitative data was collected using semi-structured interviews and analyzed thematically. Ninety students of the English Education and English Literature study program from two private universities in Semarang filled out questionnaires and ten of them were selected as respondents in semi-structured interviews. The results of quantitative data analysis show that QuillBot-Paraphraser is able to improve students' paraphrasing skills to a high level ($M=4.13$, $SD=0.833$). Respondents agreed that QuillBot-Paraphraser was effective in improving their paraphrasing skills. Differences in universities, study programs, and semesters had no effect on their opinions about the effectiveness of this tool. The semi-structured interview results show that QuillBot-Paraphraser is useful as a tool to help improve paraphrasing skills, provides fast and easy access, makes it easier to compose good and accurate paraphrased sentences, and enriches vocabulary. Apart from that, respondents in this study also stated that QuillBot-Paraphraser could make them lazy and dependent. In light of the findings, the study recommends that QuillBot-Paraphraser be used as a companion tool for writing activities, especially to improve paraphrasing skills.

Keywords: effectiveness; paraphrasing skills, QuillBot-Paraphraser; students' point of view

INTRODUCTION

Technology is an important part of education practices. In education, technological developments are tools to facilitate the learning and teaching process of teachers and students. Technology has revolutionized the field of education (Kalyani, 2024). Innovation resulting from technological developments provides e-learning developments that make the education process simpler. Teachers can create interesting and creative learning media for students. Apart from that, technological developments also play a big role in writing. It can improve students' creativity (Alkhaldi, 2023). Technology supports students in their writing process, both scientific and non-scientific writing. For example, with technological developments, students can correct the structure of sentences and paragraphs they are writing by using a spelling-checker application or

paragraph reviewer application. More than that, technology can also be used to check plagiarism, check grammar accuracy, make paraphrases easier, and share and publish articles in journals. It can be said that technology makes the writing process for students easier and more effective. The Integrating technology into the learning process is crucial for boosting students' writing abilities (Tahsaldar & Semaan, 2018). Technology is particularly beneficial in enhancing students' learning of complicated topics and promoting increased engagement and motivation (Veiga & Andrade, 2021).

The ability to write requires knowledge and skills, such as knowledge and skills in choosing words, and the ability to express ideas and compose sentences according to correct provisions. Brown (2001) stated that writing is a form of description of a thing that produces thought, arrangement, and revision procedure and requires different skills from each person. According to Fitria (2018), in the writing process, a writer must know how to choose good language structures, paraphrases, and vocabulary. It means in this process students need a lot of practices because writing requires skills to express ideas so they can be conveyed to the readers. To improve students' writing abilities, teachers should encourage and push students to practice writing in English as a foreign or second language (Pentury et al., 2020).

In writing, there are several challenges that learners must face, such as how to express ideas in sentences, lack of vocabulary, weak grammar skills, and others. To master writing abilities, learners must have thorough knowledge of grammar and vocabulary, as well as the self-awareness required to communicate thoughts and ideas (Ali & Ramana, 2018). This can be difficult for foreign language learners since they may understand the concepts and lexical items in their native language, but when they write in English, they either interpret them literally or incorrectly.

One thing that must be avoided when writing for academic purposes is plagiarizing. Plagiarism involves claiming someone else's intellectual work or ideas as one's own (Ahmed & Anirvan, 2020). It is not only just about duplicating text verbatim but also involves paraphrased material, procedures, pictures, ideas, and any other novel creation of the mind. Plagiarizing can also be defined as the act of taking someone else's essay, opinion, or work and making it appear to be the writer's own essays and opinions. Haitch (2016) states that plagiarism is often described as stealing other people's words or ideas. According to Sun and Hu (2022), plagiarism causes serious problems for academic institutions worldwide. This is a serious problem in the academic world and can result in potentially poor academic grades, student achievement, and the reputation of academic institutions.

Plagiarism is a very common problem in writing circles. Many people plagiarize as a shortcut way to produce writing that is labelled as their own. Kolhar & Alameen (2021) classify seven factors that encourage students to commit plagiarism, namely poor writing practices, easy effort, no feedback, belief that one's work is inappropriate, poor understanding of plagiarism, environmental factors, and the belief that the majority of people do plagiarism. Based on the problems above, solution to avoid or reduce plagiarizing need to be found.

One of the techniques available for students to avoid the plagiarism is paraphrasing. With this technique, students can develop and express ideas correctly and precisely without having to change the meaning of the writing. Paraphrasing is an activity when we write words or sentences that convey the original concept or a research source (Trivette, 2020). This technique is an important ability in educational writing since it describes the key concept of an original text by rearranging and transforming sentences into our own words or statements with correct citation to make the paraphrased version easier to understand for readers. It is used to avoid plagiarism in writing. From the explanation above, it can be seen that in paraphrasing, we create words or sentences using our own words or sentences without eliminating or changing the meaning of the written source. When we are writing, paraphrasing is very necessary, especially in scientific

writing. We need references from various sources, but we cannot directly copy the material into our writing. Fitria (2022) mentions that when paraphrasing, EFL students must employ a range of tactics, including locating synonyms, rearranging words in a sentence, formulating phrases, examining grammar and spelling, detecting suitable sentences, and connecting phrasal verbs to vocabulary. This will certainly be a challenge for students. Teaching paraphrasing is crucial, particularly for college students who are developing their writing abilities and need to master effective writing skills. However, not all students know the correct paraphrasing, so they can be labelled plagiarists (Ardelia & Tiyas, 2019).

In today's technological developments, many AI-based tools have been developed, which are very helpful in writing. One of which is a tool for paraphrasing. According to Mohammad (2024), Paraphrasing tools are innovations in technology that enable the change of written content without affecting its original meaning. This tool is a program or system that helps people paraphrase texts, detects the uploaded text, and then copies it into new text that contains the same meaning. One program that can be used as a paraphrasing tool is QuillBot-Paraphraser or can be abbreviated as QP. QP is one of the features of QuillBot, which is a development of Artificial Intelligence (AI). QuillBot itself has several features, namely a grammar checker, plagiarism checker, AI detector, summarizer, citation generator, and also paraphraser. QP is a reachable paraphrasing tool available on the internet that uses state-of-the-art AI to paraphrase any piece of content (Class, 2020). This application makes it easy for students to write and is also easy to access anytime and anywhere (Amanda et al., 2023). This tool consists of two modes, namely free and premium mode. Free mode is limited to 400 characters that can be paraphrased, while premium mode can be up to 1000. The QP has seven features that can be used, namely standard mode, fluency mode, formal mode, simple mode, creative mode, expand mode, and shorten mode. Users can adjust the use of this mode according to their wishes. Paraphrasing in QP can be done quickly and easily. Users only need to write the sentence or paragraph they want to paraphrase in the space provided, and then the paraphrasing results will appear. This helps students with English writing and can be an alternative for improving their paraphrasing skills.

A study conducted by Mohammad et al. (2024) carried out on third-semester EFL teachers at Najran University shows that according to teachers' point of view, QP has the effect of improving students' paraphrasing skills. The research showed that teachers saw an increase in students' paraphrasing abilities when using this tool. Apart from that, there was also research conducted by Mohammad et al., (2023) on Technical Writing students at Najran University, which found that QP had a significant role in improving students' paraphrasing skills. This is also supported by his other research which was aimed at third-semester students in order to unveiling students' enthusiasm and insights in using this tool for paraphrasing process. The result show that while using this paraphrasing tool, students' knowledge increased, especially in terms of synonyms, sentence structure, and word choices. Students also feel that the tool can help them in facing challenges related to paraphrasing skills (Mohammad et al., 2024). Xuyen (2023) has also conducted research on English Major students' at Ho Chi Minh City University regarding the role of QuillBot in students paraphrasing activities. As a result, students often use it because it helps with paraphrasing assignments and students have a positive view of the impact of this tool on their English development. The results of the findings above can be further clarified through this research to enrich previous research. At the same time, as a new technological development, this tool needs to be examined whether it is useful or not.

This research aims to investigate the effectiveness of using the QP in improving students' paraphrasing skills and to know the advantages and disadvantages of the QP from the students' points of view. The focus of this study is to find out whether QP is effective in improving students' paraphrasing skills and is also supported by students' points of view regarding its advantages and disadvantages. This research is important because the findings from this research can provide new

knowledge for writers, teachers, bloggers, students and others to become familiar with AI technology that is more interesting and easier to use. They can find out the advantages and disadvantages of QP, so they can add to their collection of tools that can be used in writing.

METHOD

Design

Research design is the core research structure or design that guides data collection and analysis. This research uses a mixed methods design. Creswell & Clark (2018) mentions that mixed methods research design is an approach that combines the collection, analysis, and integration of both quantitative and qualitative methods within a single study or a series of studies to gain a deeper understanding of a research problem. Mix method is a research design that combines qualitative and quantitative in one study to reveal the problem being studied. The quantitative method is used to determine the effectiveness of the QP in improving students' paraphrasing skills. The qualitative method is used to determine the advantages and disadvantages of the QP in improving students' paraphrasing skills.

Respondents

The researchers adopted a purposive sampling technique to determine the respondents for this research. Purposive sampling is a sampling procedure in which researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2012). This technique was chosen because this is the right way to determine respondents who have criteria in accordance with this research topic. The respondents in this study were 90 students between 5th and 7th semesters of the English Education and English Literature study program from two private universities in Semarang. The questionnaire was filled in by 90 respondents, while semi-structured interviews were conducted with 10 respondents. It consists of 6 respondents from University A and 4 respondents from University B who were selected to represent each sample category and availability of access that could be reached by the researchers. All respondents in this study have experience in using QP, so they can provide opinions regarding the effectiveness of this tool.

Tabel 1. Distribution of study sample

Variable	Category	Frequency	Percent
University	University A	44	48.9
	University B	46	51.1
	Total	90	100.0
Study program	English education	43	47.8
	English literature	47	52.2
	Total	90	100.0
Semesters	5th	37	41.1
	7th	53	58.9
	Total	90	100.0

Instruments

Research instrument is a tool for measuring, observing, or documenting the data (Creswell, 2012). It is a tool to assist in collecting data in the field. This study used a questionnaire consisting of close-ended questions and semi-structured interviews to collect data. Close-ended question is a type of question where answer options are already available. This question is in which the answer is already provided and the respondents only need to choose (Cohen et al., 2007). Close-ended questions restrict respondents to selecting from a predefined set of options, whereas open-ended questions give respondents the freedom to share their opinions without being guided by the researcher (Reja et al., 2003). The close questions employ a rating scale questionnaire, in the form

of 5-point agreement from strongly agree, agree, neither agree nor disagree, and strongly disagree. Meanwhile, semi-structured interviews are a data collection method where the researcher provides open questions to be answered but the framework of the questions has been determined. There were 20 closed-ended questions and 5 semi-structured interview questions asked to respondents. The questionnaire was distributed online via google forms. The researchers distributed the questions to respondents in both English and Indonesian to make it easier for them to complete surveys and avoid misinterpretation of the questions' content.

After the questionnaire was distributed to respondents, the results of the questionnaire were tested for consistency using the Pearson correlation coefficient formula. From 20 items questions that shared with respondents, there were 18 items have the significant level (0.01) which were valid and used to collect data for this study. Meanwhile, there were 2 items that have a significant level of more than (0.01), which means they were invalid and cannot be used to collect data.

The reliability coefficients of the domains were calculated through Cronbach's alpha. The study tool was utilized on a survey of 90 respondent who have filled the questionnaire. In the reliability test, the researcher only took questionnaire items that met the validity requirements, namely 18 items and the reliability coefficient is presented in table 3.

Table 2. Reliability statistic of the questionnaire

Reliability statistics	
Cronbach's Alpha	N of items
0.932	18

Table 2 shows the reliability coefficient by Cronbach's alpha was (0.932). This value indicate that the study tool is reliable.

Data Analyses

The researchers analyzed questionnaire data using IBM SPSS version 30, while semi-structured interview data was analyzed thematically. SPSS or Statistical Package for Social Sciences is an application program commonly used for data processing and analysis that has statistical analysis capabilities and data management with a graphical environment (Lubis et al., 2017). To answer research question 1, mean, standard deviation, and level were also extracted. In addition, to interpret the degree of agreement of the items and determine the mean level of agreement based on the range equation, the following scale was selected:

Table 3. Criteria for interpreting the mean level of agreement

Degree	Very low	Low	Medium	High	Very high
Mean	1-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00

Apart from that, to strengthen the findings of research question 1, a t-test for university, study program, and semester variables was also carried out. It aims to find out whether there were significant differences of perception based on these variables or not. To answer research question 2, a thematic analysis was carried out. Thematic analysis is a technique used to recognize, examine, and describe patterns or themes within data. Researchers make transcripts from audio recordings of interviews that have been conducted, analyse, and create themes based on respondents' answers, group them, and then describe them.

RESULT AND DISCUSSION

Effectiveness of QP in improving students' paraphrasing skills

The results of the questionnaire from 18 items that met the validity and reliability requirements were used to answer research question 1, namely knowing the effectiveness of QP in improving students' paraphrasing skills. The analysis carried out was presented as follows:

Table 4 shows that the number of participants, minimum value, maximum value, average and standard deviation of the results of respondents' answers regarding the effectiveness of QP in improving paraphrasing skills.

Table 4. Number of participants, minimum, maximum, average and standard deviation values from questionnaire results

	N	Minimum	Maximum	Mean	Std. Deviation
TOTAL	90	21	90	74.31	10.221
Valid N (listwise)	90				

Table 5 shows details of the average, standard deviation and level for each question item.

Table 5. Mean, standard deviation, and level of each question item

NO.	Statement	Mean	Standard Deviation	Level
Accessibility				
1.	QP is easy to access	4.40	0.747	Very high
2.	QP have free and premium mode that can be chosen	4.11	0.813	High
3.	QP have many features that can be used	4.18	0.801	High
Usefulness				
4.	Students learn to use QP in their own words without omitting important things	4.04	0.860	High
5.	QP facilitate paraphrasing complex-compound sentences	4.02	0.749	High
6.	QP can widen students' knowledge of synonyms	4.28	0.808	Very high
7.	QP help to restating an idea that keeps the meaning in different structure	4.12	0.805	High
8.	QP allows the students to use vocabulary more flexibly	4.24	0.739	Very high
9.	QP can sharpen students' sentence structure	4.14	0.842	High
10.	QP can maintaining the same length of the paraphrased text as the original one	4.01	0.954	High
Practicality				
11.	QP makes feel satisfied when comparing the result of the paraphrase with the original text	4.00	0.948	High
12.	QP encourage understanding the main idea	4.03	0.880	High
13.	QP makes students feel confident to improve their paraphrasing skills	4.11	0.880	High
14.	QP makes students feel more productive	4.06	0.904	High
15.	QP can improve students' writing skills and knowledge	4.14	0.842	High
16.	QP allows students to save time when paraphrasing	4.34	0.767	Very high
17.	QP help students overcome the fear of making mistakes when paraphrasing	4.03	0.814	High
18.	QP allows students to make writing more coherent	4.03	0.841	High
Total effectiveness		4.13	0.833	High

Table 5 shows that the overall question items totalled 18 questions and were answered by 90 respondents, resulting in a minimum score of 21 and a maximum score of 90, with a total average ($M=74.31$, $SD=10.221$). Then it is detailed in table 6 which shows that the overall score is the extent to which QP is able to improve students' paraphrasing skills to a high level ($M=4.13$,

SD=0.833). The mean covering 3 dimensions (accessibility, usefulness, practicality) ranges between (4.00-4.40), which means that respondents agree that QP is able to improve paraphrasing skills.

The results of the quantitative analysis show that QP has high effectiveness in improving students' paraphrasing skills. From the accessibility dimension, QP makes it easy for students to access and also provides two modes to choose from, namely free mode and premium mode. This finding is in line with research conducted by Xuyen (2023) which stated that respondents agreed that QP has aspects of availability, ease of use, and has free features. Apart from that, QP has many features that can facilitate students in improving their paraphrasing skills. Then from the usefulness dimension, respondents agreed that QP facilitates paraphrasing complex compound sentences, expands knowledge of new vocabulary, increases synonyms of words, helps sharpen sentence structures, and is able to produce paraphrased sentences that have the same meaning as the original. Apart from that, seen from the practicality dimension, QP was able to make students feel satisfied, confident, productive, and helps overcome fear when paraphrasing. They also felt that their writing knowledge increased when using this tool, so they were able to create more coherent writing. This finding was in line with research conducted by Laila (2024) entitled "Students' perception of using QuillBot to improve students' writing skills" which concluded that students thought using QuillBot could help them to be better at academic writing. Apart from that, these findings are also consistent with research by Kurniati & Fithriani (2022) which found that postgraduate students as the sample in this study had a good reaction to using QuillBot to help improve their writing skills.

Students' perceptions on the effectiveness of QP by universities

Table 6 shows the results of differences university on the study sample's responses to the effectiveness of QP in improving the paraphrasing skills of EFL students from students' perspective.

Table 6. T-Test for the differences in the study samples' responses according to university qualification

	University	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Total degree	University A	44	72.20	11.315	-1.942	88	0.557
	University B	46	76.33	8.705			

Table 6 demonstrates that there were no statistically significant differences at the (0.05) level in the effectiveness of using QP to improve students' paraphrasing skills for students' university A and students' university B, based on the qualification variable. The significance level for the p-value was greater than (0.05). University qualifications do not affect the effectiveness of QP in improving paraphrasing skills. This could be because respondents use this tool as an external companion when paraphrasing, not as an obligation or facility required by the university.

Students' perceptions on the effectiveness of QP by study program

Table 7 shows the results of differences study program on the study sample's responses to the effectiveness of QP in improving the paraphrasing skills of EFL students from students' perspective.

Table 7. T-Test for the differences in the study samples' responses according to study program qualification

	Study Program	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Total degree	English Education	43	72.93	11.583	-1.229	88	0.413
	English Literature	47	75.57	8.730			

Table 7 illustrates that there was no statistically significant difference at the (0.05) level in the effectiveness of using QP to improve students' paraphrasing skills according to students of English Education and English Literature study program. The p-value significance level obtained was (0.413) greater than (0.05). This means that in this research, the study program does not affect the effectiveness of QP in improving paraphrasing skills, especially in study programs that have an English language background.

Students' perceptions on the effectiveness of QP by semesters

Table 8 shows the results of differences semesters on the study sample's responses to the effectiveness of QP in improving the paraphrasing skills of EFL students from students' perspective.

Table 8. T-Test for the differences in the study samples' responses according to semester qualification

	Semesters	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Total degree	5th	37	75.97	8.224	-1.294	88	0.477
	7th	53	73.15	11.342			

Table 8 shows that there were no statistically significant differences at the (0.05) level in the effectiveness of using QP to improve students' paraphrasing skills according to semester 5 and semester 7 students. The significance level for the p-value obtained was (0.477) it was greater than (0.05). Semesters' level has no influence in determining the effectiveness of QP. This could be because paraphrasing is a skill that is needed by all students, without any particular semester level.

Advantages and disadvantages of QP in improving students' paraphrasing skills

Semi-structured interviews were conducted to determine the advantages and disadvantages of QP in improving students' paraphrasing skills. It also has the aim of strengthening and validating the data obtained from the questionnaire. To obtain more complete data, the data collected was divided into 5 categories obtained from 5 questions answered by respondents, namely reasons for choosing QP, advantages, disadvantages, frequency of use, and challenges or obstacles faced.

In the first question category, namely the reasons why students prefer to use QP, respondents had the following statement:

(R1) ... because it is free, so we do not need to pay for paraphrasing, and it is practical and easy to use and we can access it anywhere.

(R2) from several sites I found, QuillBot is the easiest to find, easy to use for paraphrasing

(R5) because QuillBot-Paraphraser provides synonymous words from paraphrased sentence

(R6) ... apart from being free, QuillBot-Paraphraser also provides many features

(R7) because QuillBot-Paraphraser is easy to find and from the first time I used, it immediately had an impact

Based on respondents' answers, they have many reasons for choosing to use QP as a tool to improve their paraphrasing skills. The availability of free mode and the many features provided are the strongest reasons why QP is widely used. Apart from that, this tool was also easy to access, easy to find, and easy to use, so students can access it anywhere because of its practicality.

After knowing the reasons why respondents prefer QP as a tool to help improve their paraphrasing skills, the data was strengthened by knowing how often they use this tool. Based on the grouping of answers that has been carried out, respondents feel that they often use QP. Almost every assignment, especially writing assignments, they use it. Apart from that, they also use this

tool when they feel doubtful about the results of their own writing. As quoted in the following respondent's statement:

(R1) quite often, if it were rated 1 to 10 maybe 5, because it is quite frequent

(R2) for example if we paraphrase, that means we takes another source, maybe we just randomly say what is on our mind but maybe the words are not quite right, so at that time I just use QuillBot

(R3) when there is a writing assignment

(R7) often, whenever there is a writing assignment and anything related to written work, I definitely use this tool

(R8) yes, I often use QuillBot-Paraphraser

QP also has benefits for students as a companion in improving their paraphrasing skills. This tool was able to provide fast, easy, and fast access services so that when students are in a pinch, they can use it. Apart from that, QP was also able to make it easier for them to create good sentence paraphrase structures and was accompanied by suggestions for words to choose from. These word suggestions can also increase the users' knowledge of synonyms and vocabulary. This tool was also able to produce accurate paraphrased sentences that have the same meaning as the original sentence but in a different version of the structure or vocabulary. These benefits have been conveyed by respondents, as follows:

(R1) ... we can use QuillBot-Paraphraser so we can complete tasks instantly and quickly

(R2) I can consider which word I will use; I also get more references words that lead to the words

(R3) while using QuillBot-Paraphraser, paraphrasing sentence is more practical and easier

(R7) it can enrich the vocabulary in our writing

(R10) the result displayed by QuillBot-Paraphraser are accurate. When we paraphrase, the result can remain appropriate without changing the original meaning.

However, apart from the advantages, QP also has disadvantages, such as making lazy to think and dependent. That was because the ease that can be obtained by users makes them prefer the instant method of using QP to paraphrase rather than manually. Apart from that, sometimes the paraphrased sentences produced by QP are considered too AI and need to be reviewed. This disadvantage was conveyed by the following respondents:

(R2) yes, the point is that the shortcoming or disadvantages that are given by this tool is make us lazy to thinking

(R4) maybe QuillBot-Paraphraser makes me dependent on not paraphrasing independently

(R7) I often encounter vocabulary that foreign to me

(R8) ...it is definitely making us lazy to think so we become dependent on using this web

(R10) sometimes the sentences do not match like too AI, but most of them are accurate

In the final interview session, the researchers asked about the obstacles experienced by respondents while using QuillBot for paraphrasing. The poor network connection or WIFI used by respondents makes it difficult for them to access this website, because this website requires good internet. Apart from that, the usage limit for free mode users makes them feel constrained too. That was because most of them access the QuillBot website in free mode so that after their usage has reached the limit, they have to wait a while to be able to use it again. These obstacles were conveyed by respondents as statement below:

(R1) the most likely the website has an error. I do not know why it is because of the connection or the cell phone. Sometimes it cannot be accessed.

(R2) sometimes the paraphrasing results do not match what we expect, because this is a machine so it cannot be perfect

(R4) maybe if the connection or network is just difficult

(R5) we cannot use all of the features freely because they have to be paid

(R7) and sometimes when QuillBot-Paraphraser has been used several times, there is an offer to switch for premium

Finally, qualitative analysis found that QP is an AI tool that helps make it easier for students to paraphrase text and improve their paraphrasing skills. Many students choose this tool because it was easy to access, provides free features, was practical, and provides many features that can be used. The study sample stated that they often used QP as a companion for assignments, especially in academic writing. In this case, this tool was also able to help students who are unsure about their own writing results. The advantages felt by respondents when they used this tool were that they felt it was easier and more practical when paraphrasing. Apart from that, QP also provides many references to synonyms of words that can be used and can add to vocabulary collection. Likewise, the paraphrasing results produced by this tool are also accurate without changing the meaning of the original writing. These findings were in line with research conducted by Nurmayanti & Suryadi (2023) which shows that QuillBot can help paraphrase text, create more structured writing, and avoid plagiarism without changing the meaning of the source text.

However, QP also has the disadvantage of making students lazy to think and dependent. Some students also sometimes feel unfamiliar with the vocabulary provided and sometimes the paraphrasing results from this tool were considered too AI so they need to be reviewed manually. The convenience provided by this tool also turns out to be useless. However, overall the QP website was very helpful in the paraphrasing process and was effective in improving students' paraphrasing skills. These findings agree with a study conducted by Mohammad et al., (2024) which took teachers' perceptions regarding the effectiveness of QP in improving paraphrasing skills. The finding says that QP makes students dependent on paraphrasing instantly. While using this tool, respondents also experienced several problems such as the website sometimes having errors. The network factor that was not smooth was also an obstacle because this tool requires the internet to access it. Apart from that, free mode users also feel constrained in accessing features freely because they have to subscribe to premium first to get access to more features. Like machines in general, this tool cannot always provide perfect paraphrasing results as desired by the user.

CONCLUSION

The study aims to determine the effectiveness of QP in improving students' paraphrasing skills and determine the advantages and disadvantages from the students' perspective. The researchers found that QP was high effective in improving students' paraphrasing skills. Meanwhile, differences in universities, study programs, and semesters do not affect the students' perception regarding the effectiveness of QP in improving their paraphrasing skills. The findings from interviews to determine the advantages and disadvantages of QP were also varied. QP was useful for respondents as a tool that helps improve their paraphrasing skills. This tool provides fast and easy access services and also helps make it easier to create good and accurate paraphrase sentence structures. The availability of suggested words also helps users to enrich their vocabulary knowledge. Apart from that, the ease of accessing QP also makes students lazy to think and makes

them dependent. Apart from that, the paraphrasing results produced by this tool were also considered too AI so they need to be reviewed again.

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