The Effectiveness Of Using Quillbot In Improving Writing For Students Of English Education Study Program

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Abstract.
The purpose of this study was to assess students' proficiency with Quillbot to compose error-free original scientific papers in English. This research is a quantitative study. One particular type of data was used for analysis in this study, and that was responses to questionnaires. As a result, it is very important that all students know this. Some students, however, still haven't learned the best method for paraphrasing. These skills can be honed through regular reading or by making use of various online tools, both free and paid. This research consisted of three stages: planning, implementation, and evaluation (through student questionnaires), all of which were carried out sequentially. The aim of this experiment was to determine whether using Quillbot would help students commit less plagiarism; however, students need to reread the tool to ensure that the meaning of the cited articles remains consistent. Students were able to take advantage of the software and find it useful to prephrase text without changing its meaning, according to survey findings submitted via google forms.

Introduction

English is a necessity for worldwide communication due to its status as an international language. During this Fourth Industrial Revolution and Fifth Generation Society, English has risen to prominence as the global language of choice. As a result, everyone in Indonesia studies the language. But in reality, even young Indonesian youngsters, who are still in the so-called "golden era" of their development, find it challenging to acquire and understand English. Not only have researchers discovered that young people have little interest in learning English, but they've also discovered that traditional teaching methods are out of date and dull. Article 4, paragraph 4, of the Constitution Number 20 of 2003 pertaining to the National Education system states that the purpose of education is to "inspire, strengthen, and foster the will and imagination of students as they engage in the learning process (Amelia et al., 2021).

Since at least the early 2000s, students in Indonesian elementary schools, middle schools, high schools, and universities have been required to take English as a core subject. Traditional approaches to teaching English in Indonesia emphasize grammatical and syntactical foundations for students. Typical academic tasks for students include sentence construction and analysis, vocabulary memorization and pronunciaton, and the like (Suryadi et al., 2020).

The implementation of higher education takes place through the teaching and learning process in the classroom, but this process does not always run smoothly. This is due to a number of factors, including but not limited to factors related to teachers, students, classrooms, teaching aids, and media. setting that does not encourage growth (Febianti & Joharudin, 2018).

Students today need to be confident in their ability to express themselves fluently in both spoken and written English, given the pivotal role that language plays in today's society. The four most important linguistic abilities are listening, talking, reading and writing. Students often find writing to be one of the most challenging aspects of learning a new language because it necessitates such a sophisticated capacity for putting one's thoughts and feelings into words (Meiningsih, 2021).

One of the supplementary factors that determines when they start looking for work is whether or not they can speak English. Since this is a requirement, it follows that English instruction must meet it. Unfortunately, as in English classes, there are times when the value of student learning outcomes does not match the actual abilities they get. Of course, inspiration is crucial to the success of any educational endeavor. With motivation has a positive effect on students' attitudes and attendance rates because it makes the learning process more engaging. However, students' mastery and ability with English will suffer without proper motivation to learn (Dauyah & Yulinar, 2018).

Furthermore, in Indonesia as a whole, teachers' confidence in their own abilities to write scientific articles is low. Consistent with the findings of Isa et al. (2016), Hutajulu et al. (2020) found that the quality of scientific writing in Indonesia is significantly lower than in its immediate neighbors. Educators, including teachers and professors, need to participate in socialization or training to ensure they maintain the expertise crucial to the field of education and, specifically, to the enhancement of the quality of education they provide their students (Wicaksana et al., 2021).

The goal of most national educational systems is to turn out graduates who can succeed in the workplace and as contributing members of society. However, competencies evolve and transform over time. The primary purpose of schooling should be to produce men and women who can think creatively and independently and who can question and test the validity of the information they are given rather than simply accepting it on faith (Sengupta, 2016). The educational tenets are evolving and shifting to produce graduates who are not only capable, but also critical thinkers who can effectively meet the challenges of an ever-evolving society. The graduates should also be innovative thinkers who can come up with novel solutions to the complex problems facing modern society (Aliyyah et al., 2020)

Learning and teaching, along with other knowledge-generating activities, take place on campus (Baiq Rina Amalia Safitri, Pahriah, Husnul Hatimah, Dahlia Rosma Indah, 2021). The purpose of schooling is to equip pupils with knowledge, both theoretical and practical. Writing for scientific journals is akin to publishing scientific articles. Publishing research in peer-reviewed scientific journals is a common way for scientists and academics to gain acknowledgment for their work (Alka, 2017). As of now, scientific paper production is not prioritized in Indonesian classrooms (Lawelai et al., 2022).

The ability to express oneself in writing has long been regarded as crucial for those wishing to become fluent in English. This is so because it serves as a reinforcement for the grammar and vocabulary that teachers work so hard to instill in their students. More time should be spent on writing in ELL classrooms because that's where students need the most help developing skills they'll need to communicate effectively in school and beyond (Ismail,

2007). One great way to accomplish this is to expose them to the writing process in a variety of settings (Cole & Feng, 2015).

Tips for writing scientific articles, advice on getting articles ready for publication in national journals, and more can all be found on the OJS page, along with detailed instructions on how to publish research online. The submission process is thorough and organized to help participants learn from the submitted materials (Rohman et al., 2022).

Improve 21st century education by incorporating technology into everyday lessons. According to Kalyuga & Liu (2015), there may be advantages to incorporating technology into the classroom that aren't available through more conventional means of instruction. As a result, modern language instruction makes use of technology that has evolved and been adapted for use across a wide range of academic disciplines (Asih, 2022). Increased knowledge is also very influential for students, besides making it easier to solve a problem quickly.

In today's period of rapid technological development, the practice of writing has given way to that of copying and modifying the work of others. Rather than expressing their own views in their own words, students often simply copy and paste statements from other sources. Teachers need to encourage and assist students in becoming self-sufficient writers of scientific articles. Lecturers have a vital role in inspiring students to write through instruction in scientific writing (Oktaria et al., 2022).

Rapid technological advancements have recently been made in the classroom. There is no way around the inevitable use of technology in the classroom. English language instruction and study also gain substantially from this technological advancement (Syaadiah Arifin, Hamzah Puadi Ilyas, 2022). In the wake of the global epidemic, it has become imperative that technology be integrated into the classroom. Students can benefit from these technologies in a number of ways, including making the most of the application technique and increasing their proficiency in scientific writing in English (Simanjuntak et al., 2022).

There are a number of resources available to writers of scientific articles that can help them stay motivated, streamline the writing process, and produce work that will impress any prospective journal editor (Ritonga et al., 2022). Paraphrasing any text is a breeze with QuillBot, an intuitive tool that, of course, employs cutting-edge features. Its primary function is to reorganize phrases by altering their structural components and substituting individual words with synonyms while maintaining the original meaning. To that end, Rohit Gupta, Anil Jason, and David Silin created QuillBot in 2017. Their expertise is reliable because they studied computer science in college. They're always thinking of ways to make their products better, and that includes thinking of new things to include in their offerings (Ayuningtyas & Intyaswati, 2022).

QuillBot is an online tool that may be used to improve the clarity and professionalism of your writing by rephrasing phrases and sentences, detecting and preventing plagiarism, and summarizing lengthy passages. The study's overarching goal is to evaluate QuillBot, a popular AI-powered paraphrase and rewriting tool for English-language learners available in both free and paid tiers (Fitria, 2021). One of QuillBot's seven helpful features is called Standard Mode, and its purpose is to make your input text look and sound as natural as possible while also preserving the meaning of what you write. The Fluency Mode, which emphasizes the use of proper English grammar and a more natural font style. With this function, the text is modified only slightly, but the intended meaning is preserved. Three, a

"Creativity Mode" that emphasizes making as many alterations to the inputted text as possible. However, this could change the results' meaning or overall consistency. If you want your text to look drastically different from the source text, this mode is for you. Fourth, the Creative+Mode, which modifies the text in a way that is both more intuitive and more grammatically in-depth, such as with common phrases or sayings; fifth, the Formal Mode, which modifies the text to make it sound more appropriate for a formal audience. This is the best format to use when writing for a formal audience, such as in an academic or professional setting; Mode 6 (Shorten) is designed to minimize wordiness without sacrificing clarity. If you want to cut down on the number of words or the size of the text overall, use the Shorten mode; if you want to make the text longer, use the Expand mode. If you're aiming for a larger overall word count, this mode can help you get there. In QuillBot's free version, you can only use the Standard and Fluent writing styles. Premium users, however, have access to additional editing options, including the Creative, Creative+, Shorten, Expand, and Formal settings (Fitria, 2021).

One way to prevent plagiarism is for the author to fully or partially cite their sources (Patak & Tahir, 2019). Participating students might benefit greatly from the usage of paraphrasing applications when writing scientific papers like journal articles or theses (Lawelai et al., 2022). There has been extensive study on the effectiveness of using automated corrective feedback applications in the writing classroom. With that said, no research had been done on QuillBot's accuracy and usability among ESL student writers before its release. To fill this void, a pilot project was conducted at the sentence and paragraph level to see if it could be a useful tool for ESL students to receive feedback in real-time rather than having to wait for teacher corrective feedback. The new, free, available grammar checker was compared to the free versions of two other well-known grammar checking tools, Grammarly and Ginger. The papers used were written by real students in their second year of a diploma program. According to the findings, QuillBot is the superior grammar checker. Users will still need to double-check for missed mistakes and decide whether or not to implement the tool's suggestions on their own. As a result, QuillBot should be used in addition to, rather than in place of, teacher feedback. If students use the QuillBot grammar checker before turning in their writing assignments, teachers will have more time to provide feedback on more substantial issues, such as the paper's overall content and structure (Chui, 2022).

The following issues can be found against the backdrop of the ones already mentioned:
1. A severe lack of English-language writing capabilities
2. Paraphrasing an English scientific paper is a significant challenge for many students.
3. Ignorance of how to use paraphrasing tools to produce scientific articles in English.

The purpose of this investigation is to ascertain students' proficiency with Quillbot for writing English scientific articles.

Research Method

This research was conducted using quantitative methods to find out how useful Quillbot is in scientific writing for students. This research was conducted on active students at the University of Riau, Riau. The data taken for this study used a questionnaire sent to respondents via google form.

Sampling was done randomly using quota sampling type. The population of this study consisted of active students whose population was very large. However, the researchers determined the number of quota sampling as many as 30 people to fill out the questionnaire given to the respondents which contained a statement of 15 items. Their responses were analyzed for efficacy, efficiency, and satisfaction.

This research employs a quantitative approach and a survey design. Questions are sent out to a large pool of people in order to compile data for a survey. The purpose of this research is to investigate students' perspectives on the barriers they confront when attempting to write scientific articles in English (Subhan, 2021). The questionnaire serves as a kind of written interview. Researchers are not need to be present when the questionnaire is being filled out, which speeds up the data collection process (Rahimsyah et al., 2021).

Quantitative methods were applied for this investigation. Since positivism serves as its philosophical foundation, this approach is known as the positivistic method. Because it adheres to the tenets of science, namely being concrete/empirical, objective, quantifiable, logical, and methodical, this approach is considered to be a scientific/scientific method (Sugiyono, 2015). The study data is in the form of numbers, and the analysis is statistical in nature, hence this approach is known as the quantitative approach. The goal of quantitative research is to test hypotheses, therefore it is used to investigate specific populations or samples, and sample gathering techniques can typically be carried out in a random fashion (Azhuri et al., 2021)

We call this group of people in a study the "population." The population is a statistical grouping of things or people with particular traits from which inferences can be made about a larger group (Sugiyono, 2015). Each and every piece of data in a study is collected using some sort of instrument. The research instrument is a gauge for quantifying the dependent variable (Sugiyono, 2015). Scientists and academics choose and employ specific instruments for data collection in order to make their efforts more methodical and efficient. For this study, researchers turned to the trusty old questionnaire. Questions and/or statements are given to respondents in the form of a questionnaire, which is a method of collecting information through the submission of answers (Sugiyono, 2015). It is hoped that information about the issues under study can be gleaned more precisely and objectively using this approach. In this investigation, a Likert Scale score was employed. There are five possible responses on the Likert scale: always agree, often agree, sometimes doubt, rarely disagree, and never strongly disagree (Azhuri et al., 2021).

As Sugiyono (2010:122) There is no guarantee that a random selection will be made from the population when using a non-probability sampling method. Menurut sugiyono (2010:124) Quota sampling is a method for selecting a representative sample from a population based on its composition (Rizqi & Romdhon, 2014).

A person's level of agreement or disagreement with a given object can be measured using the "original" Likert scale. Each statement in the survey's accompanying questionnaire will be assigned a score based on how strongly the respondent agrees or disagrees with it, using the following scale: (1) Strongly Agree = 5, (2) Agree = 4, (3) Disagree = 3, (4) Don't agree = 2, and (5) Strongly Disagree Agree = 1. In contrast, negative assertions are given a negative value (Azhuri et al., 2021).

Result and Discussion

Researchers used the validity and reliability of the results of this study by measuring and obtaining research data from the respondents.

a. Pearson Validity Test

The validity test aims to determine the validity of the questionnaire used by researchers by comparing the value of rcount with rtable. If the value of rcount > rtable = valid and if the value of rcount < rtable = invalid. How to find the value of rtable with N=30 at 5% significance in the distribution of statistical rtable values, then obtained a value of 0.361.

No Statement	rcount	rtable 5% (30)	Criteria
P01	0.383	0.361	Valid
P02	0.417	0.361	Valid
P03	0.742	0.361	Valid
P04	0.665	0.361	Valid
P05	0.763	0.361	Valid
P06	0.831	0.361	Valid
P07	0.596	0.361	Valid
P08	0.871	0.361	Valid
P09	0.620	0.361	Valid
P10	0.638	0.361	Valid
P11	0.606	0.361	Valid
P12	0.578	0.361	Valid
P13	0.757	0.361	Valid
P14	0.822	0.361	Valid
P15	0.792	0.361	Valid

Validity Test Results

Based on the comparison between the values of rcount and rtable, it can be concluded that all statements in the questionnaire are valid. Because all statements have rcount which is greater than rtable.

b. Cronbach Alpha Reliability Test

The reliability test aims to see whether the questionnaire has consistency if the measurements are carried out using the questionnaire repeatedly. The basis for taking the Cronbach Alpha reliability test according to Wiratna Sujerweni (2014). The questionnaire is said to be reliable if the Cronbach Alpha value > 0.6.

N = Number of respondents
N of Items = Number of Statements

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.925	15

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	54.23	97.220	.383	.929
P2	54.47	95.775	.417	.929
P3	54.20	94.717	.742	.918
P4	54.13	95.292	.665	.920
P5	54.17	94.764	.763	.918
P6	54.30	92.493	.831	.916
P7	54.47	92.326	.596	.922
P8	54.30	90.562	.871	.914
P9	54.60	93.214	.620	.921
P10	54.10	96.024	.638	.921
P11	54.70	89.321	.606	.923
P12	54.50	92.603	.578	.923
P13	54.07	94.685	.757	.918
P14	54.33	91.126	.822	.915
P15	54.23	91.771	.792	.916

It is known that the Cronbach's Alpha value in the table above is 0.925 > 0.6. So, this questionnaire is said to be reliable.

As (Fitria, 2021) concludes in her journal article "QuillBot as an online tool: A student's alternative to paraphrasing and rewriting written English," it is clear that Quillbot is a useful tool for students who need to paraphrase or rewrite written English. Journal article "The QuillBot Grammar Checker: Friend or Foe of ESL Student Writers?" (Chui, 2022) came to the conclusion that Quillbot effectively avoids plagiarism by repeating parts of grammar and other sources. So the conclusions from the two previous research journals and this research journal show that Quillbot has important benefits in making a scientific paper. My dream for the future is that kids will be as proficient in the use of technology as possible. Using last year's data, they hope to find insights that will serve them in their careers after college and that can be passed on to the following cohort of students.

Conclusion

The use of Quillbot by students to learn English is very important. Quillbot makes it easy for students to write scientific papers, especially for those who still have difficulty with English, besides that it is also easy to understand and easy to access. Sometimes students have difficult assignments to complete, so they can use these resources to increase their confidence. Instead of writing their own work from scratch or copying and pasting from other people's work, students can use these tools to paraphrase text, create a more organized scientific work and avoid plagiarism. The involvement of students in all aspects of the learning process led to this increase. Thus, it will be easier for students to try paraphrasing in English. Therefore, it can be said that using Quillbot to improve English scientific writing is a great investment of time and effort. Researchers are hampered in their ability to get information from participants in this study. It takes a significant amount of time, effort, and resources (money, meticulous organization, and preparation) to gather information from responders. In addition, researchers need to be patient because the responses they get from respondents will arrive at widely varying periods.

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