

Students' perceptions of using quillbot ai tool in writing for publication skills

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Abstract

The research explores the perceptions of English Language Education students at PGRI Jombang University who use QuillBot when taking writing for publication courses. The quantitative data was collected using an online questionnaire posted in Google form. The method of descriptive survey. The percentage and average scores of the questionnaire have been used for data analysis descriptively. Researcher uses a questionnaire to measure students' perceptions of using QuillBot as an AI tool in writing skills by taking 25 respondents from class 2020-B and 2020-C. The questionnaire, adapted 17 statements taken from a study conducted by Xuyen in 2023, focuses on paraphrasing and grammar checking. The result of this study indicates that most users have a positive perception of QuillBot as an AI tool in writing skills. The reasons for using QuillBot were ease of use, improved writing quality, and quick text correction. The positive effects indicator showed significant benefits such as improved writing quality and time efficiency. The intention to continue using QuillBot was very positive, with 88% of respondents agreeing or strongly agreeing to continue using it. Overall, QuillBot is well-received by users who appreciate its benefits and plan to continue using it in the future.

Keywords: Student Perception; QuillBot (AI); Writing for Publication Skill

INTRODUCTION

In the 5.0 era, education is interwoven with technical developments from numerous parts of life. Throughout history, human civilization has seen ongoing and transformational changes (Supa'at & Ihsan, 2023). This can be accomplished by having strong technology capabilities and qualified human resources in their respective sectors, allowing them to practice their professions digitally and contribute to the improvement of community services (Van et al., 2017, as cited in Zakiyya. H., 2022). Education aims to create the groundwork for intelligence, knowledge, and life skills to serve as a foundation for understanding at the level of education and to encourage students to think at a higher level (Oktaviana et al., 2022). Along with this, technology and artificial intelligence (AI) play an increasingly important role in education, with several benefits.

As the introduction of AI and machine learning catches on with many people, its use in different devices, applications, and services is becoming widespread (Zawacki et al., 2019, as cited in Tahiru, 2021). Technology and AI have significantly affected the way we teach and learn. AI refers to the ability of machines to perform tasks that normally require human intelligence (Allen, 2020). The potential of AI for education and learning (the use of AI in education), as well as the role of education in establishing what is known as AI literacy (the teaching of AI in education), have both attracted increased attention (Holmes & Tuomi, 2022). This integration of technology and AI is essential for a more affordable, responsive, and engaging learning environment (Fitria, 2021a). Taking into account the more affordable price aspect and the availability of features such as grammar correction and plagiarism detection, this study aims to evaluate the effectiveness of QuillBot in improving the writing quality of users of various skill levels, both beginners and professionals (Feber, 2023).

Technological improvements help students improve their language skills, expand their vocabulary, and enhance their writing ability because writing is one of the best skills to learn. Writing utilizing cutting-edge technology has the ability to open doors and bridges by increasing access to great education (Escuenta et al., 2017). Besides that, students must be able to express their ideas in writing for communication (Wulansari, 2020). Therefore, automated solutions for grammar checking and writing are increasingly becoming a relevant option for students. Pupils require greater grammar editing and proofreading assistance than educational institutions can supply (Ilyas & Kaniadewi, 2023). Writing utilizing cutting-edge technology has the ability to open doors and bridges by increasing access to great education (Escuenta et al., 2017). Besides that, students must be able to express their ideas in writing for communication (Wulansari, 2020).

When writing, a tool is needed that can be used to help improve writing. QuillBot is one of the artificial intelligence (AI) technologies used to improve student writing (Kurniati & Fithriani, 2022). Online grammar and spell-checking software play an important role in English language teaching and learning (Amanda et al., 2023). QuillBot is an AI-powered online tool that can assist students with writing evaluations such as paraphrasing and grammar checking, all done automatically via an internet system. According to Lynch (2018), Modern teaching and learning may be achieved by utilizing technology, such as digital tools, because today's students are digital natives or members of the younger generation born after the emergence of technology (Mohammad et al., 2023). QuillBot offers both premium and free editions, catering to students from diverse backgrounds.

There are several previous studies that discuss QuillBot as an artificial intelligence tool in writing. First, previous study by Syahnaz and Fithriani (2023), this study examined the use of QuillBot, an AI-based paraphrasing tool, in an EFL academic writing course for Indonesian university students (Syahnaz & Fithriani, 2023). Second, from Xuyen (2023), the article examines English-major students' perceptions of QuillBot's use for paraphrasing tasks, finding positive results (Xuyen, 2023). Third, from Fitria (2021), the study evaluates the efficacy of QuillBot, an AI-powered online tool for paraphrasing and rewriting English writing, offering various modes and features to help students avoid plagiarism (Fitria, 2021b). Although all three studies demonstrated QuillBot's usefulness as a paraphrasing tool, the majority of the investigations focused solely on the paraphrasing feature. Therefore, this study explores other functions of QuillBot, such as grammar checking or the ability to change text structure without significantly changing meaning. In addition, the subjects of previous studies tend to focus on English majors in general without looking at specific contexts, such as students preparing for academic publications.

This research aims to fill the gap by examining additional functions of QuillBot, including grammar checking and text restructuring. This research focuses on English Language Education students at PGRI Jombang University who have taken the Writing for Publication course. The researchers chose QuillBot as an English learning media to improve their writing for publication. QuillBot is an online application that allows authors to alter material by changing phrases into semantically diverse variants while retaining their original meaning. The goal is to provide insights into QuillBot's use in text remodeling and evaluate its usefulness as a grammar tool. QuillBot is effective compared to other AI tools due to its comprehensive features. The researchers aim to understand students' perceptions of using QuillBot as an AI tool for repairing writing skills. The research aims to provide a comprehensive understanding of students' perceptions of using QuillBot in improving their writing skills.

METHOD

The method used by researcher for this research is a quantitative method. Quantitative research is a method for exploring and understanding the meaning attached to individuals or groups towards a social or human problem (Creswell, 2014). In this study, researcher used quantitative characteristics in general, namely using a representative subject of the study. In the research process, it will begin with a problem and then form variables. The variable in this study is students' impressions of using QuillBot as an Artificial Intelligence (AI) tool for writing skills. This research method is characterized as a survey design. Survey design involves investigating a sample of a population to produce a quantitative or numerical description of its trends, attitudes, or views.

This study focuses on students at PGRI Jombang University, especially those who have taken the "Writing for Publication" course. The research covers two classes, 2020-B and 2020-C. This study had 25 respondents, all of whom were students from the two classes. The students chosen as responders have had direct experience with courses linked to writing for publication, so they should be able to offer a better informed opinion on the effectiveness and benefits of using QuillBot.

The instrument that the researcher use is a questionnaire. Rukminingsih et al. (2020: 85) define a questionnaire as a means of gathering a list of questions in the form of a printed questionnaire supplied to the respondent to be answered directly or indirectly. The questionnaire utilized by researcher in this study contains closing questions to

measure students' perceptions of using QuillBot as an Artificial Intelligence (AI) tool in writing skills. The researcher used a closed questionnaire to collect data.

In this study, the researcher adapted 17 statements taken from a study conducted by Xuyen in 2023. Xuyen's study was entitled "Using the Online Paraphrasing Tool QuillBot to Assist Students in Paraphrasing the Source Information: English-majored Students' Perceptions." The statement in Xuyen's research only discusses the use of QuillBot as a tool for paraphrasing. However, the researcher in this study felt it was necessary to expand the scope of this statement. Therefore, researcher adapted the original 17 statements from Xuyen by adding the aspect of using QuillBot not only as a paraphrasing tool but also as a grammar checker tool.

The questionnaire was used to determine students' perceptions on Using QuillBot, as an Artificial Intelligence (AI) Tool in Writing Skills. Questionnaires were distributed to students who had taken writing for publication course at the English Department of PGRI Jombang University online via Google form. Items measured include Reasons for using QuillBot (5 items), positive effects (8 items), negative impacts (2 items), and Intentions to use QuillBot (2 items).

FINDINGS AND DISCUSSION

This section presents and discusses the findings related to the research statement on students' perceptions of using QuillBot as an artificial intelligence (AI) tool in writing skills. This discussion interprets the results from the table that presents the findings of the questionnaire given to the students. The questionnaire was completed by 25 students majoring in English at PGRI Jombang University who had taken the Writing for Publication course. To answer the research question, the results of the student questionnaire are presented in Tables 1, 2, 3, and 4.

Table 1 Tabel Indicator 1: Reasons for using QuillBot

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	QuillBot has various features that help me with paraphrasing and grammar checking	0%	0%	60%	40%
2	I find it easy to use QuillBot to paraphrase and grammar-check the source text	0%	0%	60%	40%
3	I can get access to QuillBot easily to paraphrase and grammar-check the source text	0%	16%	48%	36%
4	I do not have to pay any fee to use QuillBot	0%	32%	56%	12%
5	QuillBot allows me to save time when paraphrasing and grammar-checking the source text	0%	0%	68%	32%

It could be seen that the average of 25 students responded "agree" with the mean score of 58.40 from questionnaire number 1 to 5. It indicates that students had a positive reason for using QuillBot. The table also showed there were high gaps between agreeing and disagree or strongly disagree in questions 1,2,3,4, and 5. Those gaps indicated that students' positive perception towards the reasons for using QuillBot in writing for publication courses. Percentage of Reasons for using QuillBot involves 5 questions as the following:

The question one is that QuillBot has various features that help me with paraphrasing and grammar checking. The finding showed that Strongly Disagree gained 0 person (0%), Disagree gained 0 person (0%), Agree gained 15 persons (60%), and Strongly Agree gained 10 persons (40%). The question two is that I find it easy to use QuillBot to paraphrase and grammar-check the source text. The finding showed that Strongly Disagree gained 0 person (0%), Disagree gained 0 person (0%), Agree gained 15 persons (60%), and Strongly Agree gained 10 persons (40%). The question three is that I can get access to QuillBot easily to paraphrase and grammar-check the source text. The finding showed that Strongly Disagree gained 0 person (0%), Disagree gained 4 persons (16%), Agree gained 9 persons (36%), and Strongly Agree gained 12 persons (48%). The question four is that I do not have to pay any fee to use QuillBot. The finding showed that Strongly Disagree gained 0 person (0%), Disagree gained 8 persons (32%), Agree gained 14 persons (56%), and Strongly Agree gained 3 persons (12%). The question five is that QuillBot allows me to save time when paraphrasing and grammar-checking the source text. The finding showed that Strongly Disagree gained 0 person (0%), Disagree gained 0 person (0%), Agree gained 17 persons (68%), and Strongly Agree gained 8 persons (32%).

Table 2 Tabel Indicator 2: Positive effects

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
6	QuillBot helps reduce my anxiety while paraphrasing and checking the grammar of the source information	0%	16%	68%	16%
7	QuillBot boosts my confidence in paraphrasing and grammar-checking the source information	0%	4%	76%	20%
8	I can widen my knowledge of synonyms and punctuation while using QuillBot	0%	0%	68%	32%
9	QuillBot allows me to use vocabulary and punctuation more flexibly	0%	0%	68%	32%
10	QuillBot allows me to enhance various words and English grammar	0%	0%	68%	32%
11	QuillBot allows me to sharpen my sentence structure and punctuation	0%	0%	76%	24%
12	QuillBot allows me to use cohesive devices more flexibly	0%	4%	80%	16%
13	QuillBot allows me to make my writing more coherent	0%	12%	56%	32%

It could be seen that the average of 25 students responded “agree” with the mean score of 70.00 from questionnaire number 6 to 13. It indicates that students had a positive effects. The table also showed there were high gaps between agreeing and disagree or strongly disagree in questions 6,7,8,9,10,11,12 and 13. Those gaps indicated that students’ positive perception towards positive effects in writing for publication courses. Percentage of Positive effects involves 8 questions as the following:

The question six is that QuillBot helps reduce my anxiety while paraphrasing and checking the grammar of the source information. The finding showed that Strongly Disagree gained 0 person (0%), Disagree gained 4 persons (16%), Agree gained 17 persons (68%), and Strongly Agree gained 4 persons (16%). The question seven is that QuillBot boosts my confidence in paraphrasing and grammar-checking the source information. The finding showed that Strongly Disagree gained 0 person (0%), Disagree gained 1 person (4%), Agree gained 19 persons (76%), and Strongly Agree gained 5 persons (20%). The question eight is that I can widen my knowledge of synonyms and punctuation while using QuillBot. The finding showed that Strongly Disagree gained 0 person (0%), Disagree gained 0 person (0%), Agree gained 17 persons (68%), and Strongly Agree gained 8 persons (32%). The question nine is that QuillBot allows me to use vocabulary and punctuation more flexibly. The finding showed that Strongly Disagree gained 0 person (0%), Disagree gained 0 person (0%), Agree gained 17 persons (68%), and Strongly Agree gained 8 persons (32%).

The question ten is that QuillBot allows me to enhance various words and English grammar. The finding showed that Strongly Disagree gained 0 person (0%), Disagree gained 0 person (0%), Agree gained 17 persons (68%), and Strongly Agree gained 8 persons (32%). The question eleven is that QuillBot allows me to sharpen my sentence structure and punctuation. The finding showed that Strongly Disagree gained 0 person (0%), Disagree gained 0 person (0%), Agree gained 19 persons (76%), and Strongly Agree gained 6 persons (24%). The question twelve is that QuillBot allows me to use cohesive devices more flexibly. The finding showed that Strongly Disagree gained 0 person (0%), Disagree gained 1 person (4%), Agree gained 20 persons (80%), and Strongly Agree gained 4 persons (16%). The question thirteen is that QuillBot allows me to make my writing more coherent. The finding showed that Strongly Disagree gained 0 person (0%), Disagree gained 3 persons (12%), Agree gained 14 persons (56%), and Strongly Agree gained 8 persons (32%).

Table 3 Tabel Indicator 3: Negative impacts

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
14	QuillBot makes me lazy when it comes to paraphrasing and grammar checking	16%	32%	24%	28%
15	I have become more dependent on QuillBot to	4%	44%	32%	20%

It can be seen that an average of 25 students answered "disagree and strongly disagree" with an average score of 26.00 from questionnaires number 14 and 15. In this negative impacts point, although there are some students who agree that QuillBot makes them lazy, the score of disagree and strongly disagree that QuillBot makes them lazy is more. This shows students' positive perception of QuillBot in writing for publication classes. Percentage of Negative impacts involves 2 questions as the following: The question fourteen is that QuillBot makes me lazy when it comes to paraphrasing and grammar checking. The finding showed that Strongly Agree gained 4 persons (16%), Agree gained 8 persons (32%), Disagree gained 6 persons (24%), and Strongly Disagree gained 7 persons (28%). The question fifteen is that I have become more dependent on QuillBot to paraphrase and grammar check the source text. The finding showed that Strongly Agree gained 1 person (4%), Agree gained 11 persons (44%), Disagree gained 8 persons (32%), and Strongly Disagree gained 5 persons (20%).

Table 4 Tabel Indicator 4: Intentions to use QuillBot

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
16	I will continue using QuillBot to assist my paraphrasing and grammar skills	0%	12%	64%	24%
17	I will recommend QuillBot to my classmates so that they can use it for paraphrasing and grammar checking	0%	12%	56%	32%

It could be seen that the average of 25 students responded "agree" with the mean score of 60.00 from questionnaire number 16 to 17. It indicates that students had positive intentions to use QuillBot. The table also showed there were high gaps between agreeing and disagree or strongly disagree in questions 16 and 17. Those gaps indicated that students' positive perception towards intentions to use QuillBot in writing for publication courses. Percentage of Intentions to use QuillBot involves 2 questions as the following: The question sixteen is that I will continue using QuillBot to assist my paraphrasing and grammar skills. The finding showed that Strongly Disagree gained 0 person (0%), Disagree gained 3 persons (12%), Agree gained 16 persons (64%), and Strongly Agree gained 6 persons (24%). The question seventeen is that I will recommend QuillBot to my classmates so that they can use it for paraphrasing and grammar checking. The finding showed that Strongly Disagree gained 0 person (0%), Disagree gained 3 persons (12%), Agree gained 14 persons (56%), and Strongly Agree gained 8 persons (32%).

This section presents a discussion of research result. In the discussion, the researcher will discuss the research problems in this study. As mentioned in the previous chapter, the problem in this study is Students' perceptions of using QuillBot as an artificial intelligence (AI) tool in writing skills. The questionnaire used to collect data in this study adapted 17 statements taken from a study conducted by (Xuyen, 2023). The researcher applied Robbins' (2017) theory to analyse students' perceptions of learning to write using QuillBot. From the data, the researcher found out students' perceptions through 4 indicators, namely Reasons for using QuillBot (5 items), positive effects (8 items), negative impacts (2 items), and Intentions to use QuillBot (2 items).

In the first indicator, Reasons for using QuillBot, there are five statements. Based on the data from the indicators presented, the majority of QuillBot users tend to agree or strongly agree with the reasons for using this platform. In particular, reasons such as ease of use (60% agree, 40% strongly agree), ability to improve the quality of writing (60% agree, 40% strongly agree), and ability to provide quick solutions to improve text (68% agree, 32% strongly agree) received significant levels of agreement. However, some respondents showed disapproval of QuillBot's usability for certain purposes, with the percentage of disapproval reaching 32% for some statements. Nonetheless, overall, QuillBot appears to be well received by the majority of users based on the advantages it offers.

In the second indicator, positive effects, there are eight statements. Based on data from the positive effect indicator, the majority of respondents agree that QuillBot has a beneficial impact. Most statements received high agreement, with the percentage agreeing ranging from 68% to 80%, and the percentage strongly agreeing ranging from 16% to 32%. Statements regarding improved writing quality, time efficiency, and ease of editing text showed consistently high levels of agreement, with no respondents strongly disagreeing. However, there was slight disagreement on some statements, with the statement that received the highest disagreement at 16%. Overall, the data shows that users perceive significant positive effects from using QuillBot.

In the third indicator, negative impacts, there are two statements. Based on the data from the negative impact indicator, it can be seen that users' perceptions regarding the negative impact of QuillBot tend to be divided. For the

first statement, 48% of respondents agreed or strongly agreed that there was a negative impact, while the other 52% disagreed or strongly disagreed, showing an almost equal division. The second statement showed that 48% of respondents agreed or strongly agreed that there was a negative impact, while 52% disagreed or strongly disagreed. Despite concerns regarding negative impacts, the majority of respondents, with a slightly higher percentage, tended to disagree that QuillBot had a significant negative impact. This shows a positive perception trend among users, where they are more likely to not see a major negative impact from using QuillBot.

In the fourth indicator, intentions to use QuillBot, there are two statements. Based on the data from the QuillBot usage intention indicator, the majority of respondents showed a positive intention to continue using QuillBot. For the first statement, 88% of respondents agreed or strongly agreed to continue using QuillBot, with 64% agreeing and 24% strongly agreeing, while only 12% disagreed. The second statement corroborates this trend with 88% of respondents agreeing or strongly agreeing, comprising 56% agreeing and 32% strongly agreeing, and 12% disagreeing. This data shows that a large majority of users have a strong intention to keep using QuillBot in the future.

Based on the data from the four indicators regarding the use of QuillBot, it can be concluded that the majority of users have a positive perception of this platform. The positive effect indicator shows that most respondents agree or strongly agree that QuillBot provides significant benefits, such as improved writing quality and time efficiency, with a high percentage of agreement and minimal disagreement. Despite some concerns regarding negative effects, the majority of users tended to disagree that QuillBot had a major negative impact, indicating an overall positive perception trend. Additionally, the intention to continue using QuillBot was very high, with 88% of respondents agreeing or strongly agreeing to continue using it. Overall, this data suggests that QuillBot is well received by users, who appreciate its benefits and plan to continue utilising it in the future.

CONCLUSION

Analyzing the data on how students' perceptions of using QuillBot as an artificial intelligence (AI) tool in writing skills, 25 students who had taken the writing for publication course in semester 7 have completed the questionnaire. Based on data from four indicators regarding the use of QuillBot, it can be concluded that the majority of users have a very positive perception of this platform as an artificial intelligence (AI) tool in writing skills. The reasons for using QuillBot, most respondents agreed or strongly agreed, especially regarding ease of use, improved writing quality, and the ability to correct text quickly, with a very high percentage of agreement and minimal disagreement. The positive effects indicator shows that QuillBot provides significant benefits to users, such as improved writing quality and time efficiency, with a consistently high percentage of agreement (68% to 80%) and low disagreement (maximum 16%). Although there were some concerns regarding negative impacts, such as in the first and second statements of the negative impact indicator, the majority of respondents tended to disagree that QuillBot had a significant negative impact, with a slightly higher percentage of disagreement (52%). Finally, the intention to continue using QuillBot indicator showed a very positive intention, with 88% of respondents agreeing or strongly agreeing to continue using QuillBot, and only 12% disagreeing. Overall, this data shows that QuillBot is well received by users, who appreciate the various benefits it offers and plan to continue utilising it in the future.

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