

**AVOIDING PLAGIARISM BY USING QUILLBOT
APPLICATION IN WRITING THESIS**

THESIS

*This thesis is submitted to fulfill the requirement for “Sarjana” degree in
English Language Education*



By:

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2025**

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Demikianlah permohonan ini kami ajukan, agar dapat diterima. Terima Kasih

Wassalamu'alaikum Wr, Wb

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This statement is made truly, if in the next day there are any mistakes, the researcher ready to accept the punishment or other criticism from IAIN Curup suitable with it is in regulation.

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PREFACE

All praises be to Allah SWT That the researcher had finally finished writing his thesis entitled '**Avoiding Plagiarism by Using Quillbot Application in Writing Thesis**'

This thesis submitted as a part of the compilation for undergraduate degree of strata 1 (S1) in English Tadris Study Program of (IAIN Curup). The researcher realizes that this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher hopes that this will be useful to those who are interested in this field of study.

Curup, Januari 2025

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The researcher finished this thesis entitled '**Avoiding Plagiarism by Using Quillbot Application in Writing Thesis**'. This Thesis is submitted to fulfil the requirement For "Sarjana" degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher get support, guidance, assistance, contribution and motivation from the other. Because of those, the researcher would like to present deepest appreciation to :

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with this degree the author can become a solehah and useful child for everyone. Especially for my mother, Mrs Nurbaiti, thank you very much and I love you very much. ♡ ♡

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Finally, the researcher needs constructive suggestions for being perfect researcher in the future. Hopefully, the result of this research will give beneficial contribution to the development of education in English Tadris Study Program and other school. For acknowledgment above, and those are not mentioned, may Allah SWT give them reward. Aamin.

Wassalamu 'alaikum Wr.wb

Curup, ... January 2025

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MOTTO

Life can be heavy, especially if you try to carry it all at once, part of growing up and moving into new chapters of your life is about catch and release. What i mean by that is, knowing what things to keep and what things to release you can't carry all things, all grudges, all updates on your ex, all anviable promotions your school bully got at thr begde found his uncle started. Decide what is yours to hold nad

let the rest go"

~Taylor Swift

DEDICATION

I proudly dedicate this thesis to my beloved parents and my siblings. I am proud of the English Tadris Study Program, as well as my friends and fellow classmates of 2020. Thank you for your support and prayers for me so that I can finally complete this thesis. I love you all



ABSTRACT

Gita Anggraini, 2025 : Avoiding Plagiarism by Using Quillbot Application in Writing Thesis

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This study investigated the effectiveness of QuillBot as a paraphrasing tool for English students at IAIN Curup class of 2020. QuillBot is the most widely used paraphrasing tool due to its ease of use and ability to improve academic writing and reduce plagiarism. Through qualitative research, this study shows that QuillBot successfully reduces plagiarism in students' theses, improving readability, grammatical accuracy, and syntactic coherence without changing meaning. The case study showed a decrease in plagiarism rate from 45% to 23% after using QuillBot. The writing quality also improved after using Quillbot, The improvements are consistent with students' positive feedback on how Quillbot facilitated their writing process. The benefits of QuillBot noted by students included synonym recommendation, grammar correction, and structured paraphrasing. These findings are in line with Dale's theory of Natural Language Processing (NLP), which recognises QuillBot's role in improving writing clarity and efficiency. While it does not completely eliminate plagiarism, QuillBot is effective in improving academic writing and ensuring compliance with institutional plagiarism standards.

Keywords: *QuillBot, Paraphrasing Tool, Natural Language Processing (NLP)*

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CHAPTER I

INTRODUCTION

This chapter provides the rationale for conducting the present study. The discussion of this chapter will cover the background of the research, research question, the objectives of the research, the delimitation of the study, significance of the research, and the definition of the key terms.

1.1 Background of the Research

Writing is a complex cognitive process that is central to communication and learning. It involves the formulation of ideas, organizing them coherently, and conveying them in a structured manner that is understandable to the audience. Flower and Hayes emphasize that writing requires a balance between generating ideas and structuring them effectively through revision and editing. Writing serves as a vital tool for personal expression, academic progress, and professional success. In academic settings, writing takes on even greater significance, acting as a medium through which students demonstrate their understanding of concepts, their ability to critically analyze information, and their capacity to contribute new insights to their field. It is a pivotal skill in education, particularly when it comes to the thesis writing process, which is often considered one of the most challenging academic writing tasks.¹

Writing a thesis is a comprehensive task that requires the synthesis of extensive research, analysis, and original thought. According to Anderson and Poole, the thesis represents a significant academic milestone, wherein students must demonstrate their ability to engage with existing research, contribute new

¹ Flower, L., & Hayes, J. R. (2018). *A Cognitive Process Theory of Writing*. *College Composition and Communication*, 30(4), 365-387

knowledge, and present their findings in a clear and organized manner². A thesis is expected to meet high standards of academic rigor, including proper citation of sources, clear argumentation, and an original contribution to the field. Despite the importance of thesis writing, many students face numerous difficulties in completing this task. These challenges include a lack of effective writing skills, difficulty in organizing complex ideas, and the constant pressure to maintain academic integrity while avoiding plagiarism.

One of the most prominent issues that students encounter during the thesis-writing process is unintentional plagiarism. Plagiarism, the act of using someone else's work without proper attribution, has become an increasingly concerning issue in academia due to the ease with which information can be copied and pasted from online sources³. Unintentional plagiarism occurs when students unknowingly copy phrases or ideas from sources without providing adequate citation or rephrasing. This is particularly problematic for students who may not yet have developed the necessary skills to paraphrase and synthesize information effectively. Additionally, some students may struggle with the fear of not expressing an idea as effectively as the original author, leading them to reproduce the original content verbatim. As a result, maintaining academic integrity while avoiding plagiarism has become a significant challenge in academic writing.

To address these issues, AI-based tools have emerged as potential solutions for assisting students with their writing. Artificial Intelligence (AI)

² Anderson, M., & Poole, M. (2018). *Assignment and Thesis Writing: A Guide for Postgraduates*. 5th edition. Wiley-Blackwell

³ Bretag, T., Carstens, N., & Harper, R. (2020). *Plagiarism in Higher Education: Tackling the Challenge*. Springer

applications like QuillBot offer advanced writing assistance through features such as sentence rephrasing, grammar correction, and plagiarism detection. AI-powered tools can help students generate original content, improve sentence structure, and avoid direct copying from sources. According to Kucuk and Sahin, the use of AI-based tools in writing not only enhances the quality of students' written work but also fosters a deeper understanding of academic writing practices⁴. By providing suggestions for paraphrasing and synonym replacement, tools like QuillBot guide students in transforming ideas into their own words, thus minimizing the risk of plagiarism. These tools promote a more effective learning experience by teaching students how to rephrase and synthesize information while maintaining the original meaning.

QuillBot, in particular, has become a popular tool for students seeking to avoid plagiarism in their writing. The application uses machine learning algorithms to suggest alternative ways to phrase sentences, ensuring that the final text remains both original and meaningful. Research by Sumarno and Sunaryo highlights how QuillBot and similar tools are instrumental in preventing plagiarism by helping students create paraphrased content that is unique and appropriately cited. Furthermore, these tools can improve students' understanding of proper citation practices, as they help them engage with sources in a manner that respects intellectual property⁵. By offering real-time

⁴ Kucuk, S., & Sahin, I. (2021). The role of artificial intelligence in academic writing: Paraphrasing tools and their applications. *Journal of Educational Technology and Innovation*, 45(2), 34-49. <https://doi.org/10.1016/j.jeti.2021.01.008>

⁵ Sumarno, E., & Sunaryo, S. (2021). The effectiveness of QuillBot in improving students' writing quality and preventing plagiarism. *International Journal of Education and Learning*, 13(1), 52-64. <https://doi.org/10.21003/ijel.v13i1.564>

feedback on sentence structure and word choice, QuillBot enables students to refine their writing and enhance their overall academic performance.

The integration of AI tools such as QuillBot into the writing process is supported by modern educational theories, which emphasize the role of technology in improving student learning. According to the Technology Acceptance Model (TAM) proposed by Venkatesh and Bala, students' acceptance and use of technology are influenced by two key factors: perceived ease of use and perceived usefulness⁶. In the context of academic writing, QuillBot is perceived as both easy to use and highly beneficial, as it offers immediate assistance in paraphrasing, grammar checking, and improving sentence fluency. These factors make the tool an attractive option for students who are seeking ways to enhance their writing while avoiding plagiarism. By incorporating AI-based writing assistants like QuillBot into their workflow, students can more effectively manage their writing process, improve the quality of their theses, and ensure that their work adheres to the highest standards of academic integrity.

There have been many studies done in the past on the usage of paraphrase aids in the learning process. One such paper is Aprilianti Tri Lestari, with the subject "The benefits and drawbacks of using a paraphrasing tool when writing a thesis." The previous researcher just looks at the benefits and drawbacks of various paraphrase applications in this passage. "Quillbot as an online tool: students alternative in paraphrasing and rewriting of English writing" is the title

⁶ Venkatesh, V., & Bala, H. (2018). Technology acceptance model 3 and a research agenda on interventions. *Decision Sciences*, 39(2), 273-315. <https://doi.org/10.1111/j.1540-5915.2008.00192.x>

by a second researcher, Tira Nur Fitria. The previous researcher solely looked at how Quillbot can be used to help students write English lessons and paraphrase their writing. With the title "Technology-Enhanced paraphrasing tool to improve EFL students writing achievement and enjoyment," the final researchers were Ariyanti and Syaiful A'nam. They utilize Quillbot, a technology-enhanced paraphrasing tool, in their studies as well.

Based on a preliminary study of English-language students who have already conducted a proposal seminar, they use Quillbot to paraphrase their content or writing to avoid plagiarism. Therefore, the researchers concluded that of all the existing platforms, the most commonly used by students to paraphrase it is Quillbot. There are some who use other paraphrase applications, such as GPT chat and others that have similar features. However, here researchers use Quillbots as research material because most English language students at the site of the research that will be conducted use quillbot as a paraphrasing tool, according to them quill bot is easy to use and accessible in Microsoft word, the sentence in the paraphrasing becomes more scientific and does not lose its point of importance, and many others.

The researchers concluded that according to the English language students at IAIN Curup Especially in academic year 2020 who have already conducted the proposal seminar, Quillbot is the most suitable application compared to other applications. That's why the researcher chose Quillbot instead of others as the material for this research.⁷ The researcher chose QuillBot for this study because it was found to be the most effective tool for English language students

⁷ Pre observation had been conducted on February, 2024

at IAIN Curup, particularly those who had already conducted their proposal seminar in 2020. Students preferred QuillBot over other applications due to its strong paraphrasing abilities, ease of use, and flexibility in adjusting rewording levels. QuillBot also helped students avoid unintentional plagiarism by offering suggestions to rephrase content while maintaining its original meaning. With positive feedback from students and its ability to enhance writing quality, QuillBot was seen as the most suitable application for academic writing support.

The writing process, especially when it comes to thesis writing, presents significant challenges for students, with plagiarism being one of the most pressing concerns. The application of AI-based tools like QuillBot provides an effective solution to these issues, enabling students to produce original work while maintaining academic integrity. By offering real-time feedback on paraphrasing and sentence structure, QuillBot not only helps students avoid plagiarism but also enhances their overall writing skills. As technology continues to play an integral role in education, the use of AI writing tools represents a promising avenue for improving academic writing, fostering creativity, and ensuring that students' work meets the rigorous standards expected in higher education.

The goal of this research is to investigate the quality of Students Academic writing using Quillbot Application's as an Artificial Intelligence (AI) Tool system for students to prevent plagiarism in the context of the writitng thesis. As a result, the researcher's attention was solely directed toward Quillbot's ability to avoid plagiarism. based on the pre-observation with a number of English study program students who expressed a positive experience with the

Quillbot application and claimed to have used it frequently. The researcher highlights this occurrence under the heading "Avoiding Plagiarism by Using Quillbot Application" with this phenomenon.

1.2 Research Questions

Based on the background above, there are 2 research questions as follow:

- 1) How is the writing quality of students who used Quillbot in writing thesis?
- 2) How is the writing Percentage of students who used Quillbot in writing thesis?
- 3) How is students' opinion about the use of Quillbot in preventing plagiarism?

1.3 Research Objectives

Based on the aforementioned research topics, the goal of this study is:

- 1) To know the quality of students writing after using Quillbot in writing Thesis?
- 2) To know the plagiarism percentage of students writing after using Quillbot in writing thesis
- 3) To know the students' opinion about the use of Quillbot in preventing plagiarism.

1.4 The Delimitation of Research

In this study the researchers restricted only to the Quillbot application as a paraphrasing tool. and in the Quillbot application there are also many features such as grammar checker, quillbot flow, summarizer, citation generator and others but the researcher restricted to only its parafraser features as research material.

1.5 Significance of the Research

This research is expected to give significance in developing the process of learning activities to improve and add insight in terms of writing and paraphrasing. The significance of the research can be seen as follow:

1) Student

The result of this research is expected to be beneficial for the students. It will help students to avoid plagiarism using Quillbot application, so that later student writing becomes better. Also, this research is expected to be beneficial for the students to let them know the quality of Quillbot application in avoiding plagiarism when they write.

2) Lecture

This research is expected to contribute to English lecturers to provide useful information about the quality of Quillbot application in avoiding plagiarism. So that the lecturer will be helped and can provide a better understanding of the use of paraphrasing tool itself.

3) Further Researcher

The result can serve as a guide for people who wish to perform related study and can provide details and general directions for the researcher.

1.6 Definition of Key Term

1) Quillbot

According to Sweller QuillBot is an AI-powered writing assistant designed to aid users in rephrasing sentences, improving grammar, and enhancing overall writing quality. While there may not be a specific theoretical framework dedicated to QuillBot, its functionality aligns with theories in

cognitive linguistics and technology-enhanced learning⁸. QuillBot also can reduce cognitive load by assisting users in the complex process of rewriting and paraphrasing, thereby making writing tasks more manageable

2) Paraphrasing Tools

Paraphrasing tools, such as QuillBot, are software applications that assist users in rewording text while maintaining the original meaning. These tools are grounded in theories related to language processing and learning.⁹

3) Plagiarism

Taking someone else's ideas and passing them off as one's own, duplicating all or part of the original texts, and paraphrasing information from sources without giving credit to the original author are examples of plagiarism in student papers. The proper records. One could define plagiarism as an act of theft. Students do not have to perform this illegal behavior, which involves using other people's work. As pupils need to stay away from this.¹⁰

⁸ Sweller, J. (2018). *Cognitive load theory: Recent developments and future directions*. Educational Psychology Review, 30(1), 1-15. <https://doi.org/10.1007/s10648-017-9408-4>

⁹ O'Reilly, T., & McNamara, D. S. (2017). *Cognitive rewriting in paraphrasing tasks: Implications for learning and development*. Journal of Educational Psychology, 109(2), 173-187. <https://doi.org/10.1037/edu0000135>

¹⁰ Aprilianti Tri Lestari, "students viewson the use of paraphrasing tool to avoid plagiarism in writing thesis"(IAIN Curup,2023) p.8

CHAPTER II

REVIEW OF LITERATURE

This chapter presents a literature study in regard to a survey of related theories, including definition of Quillbot, paraphrasing, plagiarism, avoiding plagiarism by using quillbot, and previous study.

2.1 Writing

Writing is a fundamental aspect of human communication and intellectual engagement, often viewed as a cognitive, social, and cultural activity. At its core, writing is the act of encoding thoughts, ideas, and emotions into a readable form that can be shared and interpreted by others. According to Graham and Perin, writing can be defined as the process of producing text that conveys meaning, organizes information, and communicates ideas to an audience¹¹. However, writing is not simply the act of putting words on paper; it is a complex, multifaceted skill that involves various cognitive processes, as well as social and contextual influences.

2.2 Writing Thesis

Writing a thesis is a complex intellectual and creative endeavor, requiring a mastery of both the content and form of academic writing. According to Swales and Feak, writing a thesis involves adhering to a set of formal academic conventions that ensure clarity, rigor, and structure. A thesis is not simply a compilation of facts and ideas, but a comprehensive and original investigation

¹¹ Graham, S., & Harris, K. R. (2018). *The Reciprocal Process of Writing: A Framework for Writing Instruction*. In J. R. Kirby & L. P. Wengraf (Eds.), *Handbook of Writing Research* (pp. 145-157). Routledge.

into a specific research question¹². Writing a thesis requires critical thinking, careful planning, and the ability to synthesize information from diverse sources.

Hyland's Academic Discourse Theory focuses on how writing in academic contexts, such as thesis writing, follows certain conventions and structures that define the discipline¹³. According to this theory, writers must be familiar with and adhere to the norms and expectations of their academic community, including proper citation, structure, and tone. Thesis writers must therefore learn not only the subject matter but also the discourse and conventions that govern academic writing in their field.

2.3 Problem in Writing Thesis

Writing a thesis involves several stages, each with its own set of challenges. According to Swales and Feak, a thesis requires mastery over both the content and structure, as well as the ability to synthesize existing literature and contribute original findings. Despite the necessary skills, many students face common problems, which can impede progress and affect the quality of their work¹⁴.

Some of these challenges include:

- a. Plagiarism: Unintentional and intentional copying of text from other sources without proper attribution
- b. Writer's Block: Difficulty in generating ideas or making progress due to a lack of motivation or mental blocks

¹² Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press

¹³ Hyland, K. (2019). *Disciplinary Discourses: Social Interactions in Academic Writing*. University of Michigan Press

¹⁴ Ibid. P.27

- c. Poor Time Management: Failure to balance writing tasks with other academic or personal commitments.
- d. Lack of Critical Thinking: Struggling to analyze, evaluate, and integrate different perspectives into a cohesive argument.
- e. Lack of Understanding of Thesis Structure: Difficulty in organizing content to meet academic standards

2.4 Thesis Writing Assessment

Assessing the quality of a student's thesis writing involves evaluating a range of components that reflect the clarity, coherence, depth, and scholarly rigor of the work. Below are key factors and methods for assessing the quality of thesis writing:

The scoring rubric to assess students' thesis writing can be seen in table below¹⁵:

Tabel 2.1
Thesis Writing Scoring Rubric

Assessment Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Score
Clarity of Research Question & Thesis Statement	The research question is clear, focused, and well-defined. The thesis statement is concise and compelling.	The research question is mostly clear and focused, and the thesis statement is present but slightly unclear.	The research question is vague or overly broad; the thesis statement is weak or too general.	The research question is unclear or missing; the thesis statement is absent or unclear.	
Literature Review & Contextualization	Thorough and critical review of relevant literature, clearly	Good review of relevant literature with minor gaps in synthesis or	Adequate literature review with some relevant sources, lacking	Limited or poorly structured literature review with few relevant	

¹⁵ Graham, S., & Harris, K. R. (2018). *The Reciprocal Process of Writing: A Framework for Writing Instruction*. In J. R. Kirby & L. P. Wengraf (Eds.), *Handbook of Writing Research* (pp. 145-157). Routledge.

	identifying gaps and synthesizing sources.	critical analysis.	synthesis or critical analysis.	sources and no critical analysis.	
Methodology & Research Design	Methodology is clearly defined, well-justified, and appropriate for the research question.	Methodology is defined and justified but may lack full detail or clarity.	Methodology is somewhat described but lacks justification or appropriateness for the research.	Methodology is unclear, under-explained, or inappropriate for the research.	
Coherence & Logical Structure	Well-organized with clear transitions, logical progression of ideas, and effective sectioning.	Generally well-organized with logical progression; minor issues in transitions or sectioning.	Structure is somewhat clear but lacks coherence in transitions or logical flow between sections.	Structure is disorganized, with unclear transitions and poor logical flow between sections.	
Argumentation & Analysis	Strong, critical analysis with well-supported, clear, and convincing arguments throughout the thesis.	Clear argumentation with good analysis, but may lack depth or occasional weak support for claims.	Some analysis, but arguments are underdeveloped or not fully supported by evidence.	Arguments are weak, poorly supported, or lack critical analysis.	
Academic Language & Style	Excellent use of formal, clear, and precise academic language; writing is concise and well-paced.	Good use of academic language; some minor lapses in style, tone, or clarity.	Adequate use of academic language; some informal language or unclear phrasing.	Inconsistent use of academic language; frequent issues with tone, clarity, or informal language.	
Grammar, Syntax & Punctuation	Virtually no grammatical, syntactical, or punctuation errors.	Few minor errors in grammar, syntax, or punctuation that do not	Some grammatical or punctuation errors that occasionally affect readability.	Frequent grammatical, syntactical, or punctuation errors that hinder readability.	

		hinder understanding.			
Referencing & Citations	Perfect adherence to citation style (APA, MLA, Chicago, etc.), accurate in-text citations, and references list.	Minor errors in citation style, in-text citations, or reference list, but generally correct.	Some errors in citation style or inconsistent referencing; missing or incorrect citations.	Multiple errors in citation style, missing citations, or lack of adherence to required referencing.	
Originality & Contribution	Research presents original insights and a significant contribution to the field; demonstrates deep critical thinking.	Research contributes moderately to the field with some original insights or ideas.	Research provides limited contribution; largely descriptive or derivative without much originality.	Little to no original contribution; research is unoriginal or fails to address research gaps.	
Conclusion & Implications	Conclusion effectively synthesizes findings and clearly discusses their significance and implications.	Conclusion summarizes findings and discusses implications, but may lack depth or clarity.	Conclusion is vague or insufficiently developed; implications are mentioned but not fully explored.	Conclusion is weak, missing, or fails to adequately address the findings or implications of the research.	

2.5 Plagiarism

A. Definition of Plagiarism

Plagiarism is an unacceptable behavior that is even equivalent to theft.

Plagiarism has become a stressful problem in the academic world. In higher education, students must write a scientific paper that is free from

plagiarism.¹⁶ Presenting someone else's ideas or works as your own, whether done with or without the original author's permission, is known as plagiarism. It can involve stealing words, concepts, or ideas without giving credit where credit is due, and it is seen as a grave transgression of academic and scientific ethics. Presenting ideas or work from another source as your own, with or without the original author's permission, is what the University of Oxford describes as plagiarism.¹⁷

It is defined as "to use (another's production) without crediting the source" or "to steal and pass off (the ideas or words of another) as one's own" in the Merriam-Webster online dictionary.¹⁸ There are many different types of plagiarism, such as self-plagiarism, which is the practice of utilizing one's own work without getting permission.¹⁹ At the end of the day, it's a fraud when you take someone else's work and then lie about it.

Graham-Matheson & Starr provided a basic definition of plagiarism in Western nations, stating that it is the act of taking acknowledging someone else's work as our own. Plagiarism can therefore result from using someone else's work without giving due credit to the original author or providing appropriate citation. Specifically, blatant plagiarism and unconscious plagiarism were the two categories of plagiarism that Bakhtiyari et al. distinguished.²⁰ Plagiarism is considered an academic

¹⁶ Hilma Suryani, Eka Apriani "Developing Academic Writing Module to Reduce Plagiarism"

¹⁷ University of Oxford, Plagiarism.(accessed on february 01, 2024)

¹⁸ Merriam webster online dictionary, Plagiarize. May 2017(accessed on February 01, 2024)

¹⁹ La Trobe University, what is plagiarism.November 2023(accessed on February 01, 2024)

²⁰ Muhammad Nova, Westi Haryanti Utami, "EFL Student's perception of turnitin for detecting plagiarism on academic writing" (Universitas Pendidikan Indonesia : 2018)

infraction and is considered unethical and immoral, regardless of the individual committing the infraction. According to Hosny and Fatima, who were cited in the Ekhi thesis, plagiarism is the act of passing off someone else's work as your own, whether knowingly or unknowingly.²¹

Several theories have been put out by theorists to explain plagiarism. Albert Bandura's social learning theory is one well-known theory that contends that people learn by watching others and that contextual influences have an impact on behavior.²² In conclusion, based on explanation above, Plagiarism is a serious academic and scientific transgression that involves presenting someone else's ideas or works as one's own without proper credit. It can involve stealing words, concepts, or ideas without proper citation. There are various types of plagiarism, including self-plagiarism, which involves using one's own work without permission. Blatant and unconscious plagiarism are two categories of plagiarism. Plagiarism is considered unethical and immoral, regardless of the individual. Theories like Albert Bandura's social learning theory explain plagiarism, suggesting that people learn by watching others and that contextual influences influence behavior.

B. Types of Plagiarism

Plagiarism is a complicated issue because there are numerous requirements that must be met in order to avoid having this stigma associated with academics. Experts differ in their classifications of plagiarism kinds because

²¹ Ethhi Hikmatun, "Students' Understanding and Perceived Seriousness of Plagiarism" (Purwoketo: Universitas Muhammadiyah Puwoketo, 2018)

²² Nur-E Hafsa, "An Overview of Theories Explaining Plagiaristic Behavior of Student" (Malaysia: Universitas of Malay, 2019)

of its complexity. Harvard University classified plagiarism into the following five categories.

a. Verbatim Plagiarism

This kind of plagiarism is known as direct plagiarism, which occurs when someone replicates another person's work verbatim as their own without citing the original author.

b. Mosaic Plagiarism

One sort of plagiarism is mosaic plagiarism, which occurs when someone attempts to substitute synonyms for certain terms in the sources, they intend to quote but neglects to properly paraphrase the content.

c. Inadequate Plagiarism

Because there is not enough citation of the sources, an inadequate paraphrase is considered plagiarism. Plagiarism can be detected if you only rephrase half or fewer of the source's statements and leave certain other sentences or phrases exactly as they were. Not only should a proper paraphrase alter a few synonyms, but it should also preserve the sentence structure while maintaining its content. The writer must be able to take an idea from the source and rewrite it in their own words in order to prevent this kind of plagiarism.

d. Uncited paraphrase

Happened because, despite the line having already been expertly paraphrased, the writer failed to credit the source in the cited sentences. Some people believe that they do not need to include the

sources in the cited sentences if they have already performed a proper paraphrase.

e. Uncited Quotation Mark

Certain passages taken directly from the source are included in quotes. To let the reader know where the line originated, this type of quotation must also be properly cited within the text. The citation is necessary because it indicates if a statement is a "direct citation" from a source or an original sentence written by the author and placed in quotation marks to emphasize a particular phrase. The author that uses a quote mark to indicate a certain goal, such as emphasizing a word.²³

In conclusion, based on explanation above, Plagiarism is a complex issue with various classifications. Harvard University has classified it into five categories: direct plagiarism, mosaic plagiarism, inadequate plagiarism, uncited paraphrase, and uncited quotation marks. Direct plagiarism occurs when someone replicates another person's work without citing the original author. Mosaic plagiarism occurs when someone substitutes synonyms but neglects to properly paraphrase the content. Inadequate paraphrasing is considered plagiarism if there is not enough citation of the sources. Uncited paraphrasing occurs when the writer fails to credit the source in the cited sentences. Uncited quotation marks indicate if a statement is a direct citation or an original sentence

²³ Ethi Hikmatun, "Students understanding and perceived seriousness of plagiarism: a study of English Education Department Students" (Universitas Muhammadiyah Purwokerto, 2018)

2.6 Quillbot

QuillBot is an advanced paraphrasing and summarizing tool that leverages state-of-the-art artificial intelligence technology to rewrite sentences, paragraphs, or entire articles.²⁴ This powerful tool is invaluable for millions of students and professionals, offering an efficient alternative to many popular but often limited free paraphrasing tools. By utilizing sophisticated AI, QuillBot suggests alternative ways to phrase text, helping users refine their writing. According to Dale, Natural Language Process (NLP) is particularly useful as an online resource (AI machine) that condenses long-winded sentences, corrects grammar, and enhances the clarity and precision of writing, ultimately making it more polished.²⁵ Moreover, it serves as a helpful tool for paraphrasing, thereby reducing the risk of plagiarism while maintaining the integrity and originality of the work. In this research, the NLP tool called QuillBot can be used to condense lengthy sentences, correct grammar to make writing more precise and polished, and paraphrase work to assist prevent plagiarism. Among the benefits of this tool is:

- a. It can save writing time. According to Dale, in his theory of NLP, natural language processing tools can improve efficiency in writing by speeding up the process of text creation, reducing the cognitive load of choosing the right words which AI-driven automated processes can reduce the time spent

²⁴ Grégory Baron, Courtois Lorenzo, and Dubois Benoît, "Students' Perception on the Use of QUILLBOT to Improve Grammar," *Lingeduca: Journal of Language and Education Studies* 2, no. 3 (2023): 250–65, <https://doi.org/10.55849/lingeduca.v2i3.547>.

²⁵ Dale Robert, *Handbook of Natural Language Processing, Second Edition, Handbook of Natural Language Processing, Second Edition*, 2010.

revising or rewriting text manually.²⁶ Therefore, by using advanced artificial intelligence, in this research the AI tool used is QuillBot paraphrasing can rewrite sentences, paragraphs, or articles. By eliminating unnecessary words and helping people convey their ideas clearly, QuillBot can improve our writing quickly.

- b. Identifying the suitable synonym. According to the theory of Semantic Similarity in NLP, the identification of appropriate synonyms requires an understanding of context which in the use of AI tools uses algorithms to select appropriate synonyms based on the context of the sentence, ensuring that the meaning is not disturbed.²⁷ In this study, effective semantic processing in NLP can produce word variations that are appropriate to the context especially the AI tool used is QuillBot which has built-in features that help users find the right word every time. A thesaurus function that makes it easy to swap out certain words.
- c. Enhancing comprehension and lucidity. In linguistics, as described by Halliday & Hasan (1976), states that a clear and coherent text must contain clear relationships between sentence parts.²⁸ In this study, QuillBot plays a role in re-organizing sentences to ensure that semantic and syntactic relationships between ideas are maintained. The writing styles of Quillbot let users freely express themselves. Whether they need creative solutions,

²⁶ *Ibid.*

²⁷ Zellig S Harris, "Distributional Structure," *Journal of Modern Linguistics* 7956, no. 1954 (2015): 146–62, <https://doi.org/10.1080/00437956.1954.11659520>.

²⁸ Halliday M.A.K and R Hasan, "Cohesion in English Halliday and Hasan," *Longman* (London: Longman Group Ltd., 1975).

conciseness, or grammar corrections, you will get the results they need right away.

- d. Rich vocabulary. Jakendoff's Lexical Semantics Theory in linguistics emphasizes the important role of vocabulary variety and selection in texts as a means to enrich the expression of ideas.²⁹ The use of AI tools such as the paraphrase tool, various lexical forms not only enriches communication, but also allows readers to better explore and appreciate the message conveyed in the text. In the context of this research, users are given the convenience to directly change the content of their texts, either by adding or subtracting content, through QuillBot's Synonym Slider feature..
- e. Integrating into our process. Cross-platform integration in NLP applications can increase the flexibility and usability of the tool which flexibility and integration capabilities are the most important aspects for the development of more powerful and connected NLP models.³⁰ In this research, the NLP used in QuillBot can be integrated with various other applications, such as Google Docs, Microsoft Word, and other text editing tools, allowing users to work more efficiently in various platforms without losing functionality..
- f. Being trusted by millions of users. In the context of NLP, this trust relates to the transparency of the algorithm and the reliability of the results produced by the AIL tools, which means that one way to build trust is to give users full control over the process and the results obtained.³¹ In this

²⁹ Ray Jackendoff, "Précis of Foundations of Language:," *Behavioral and Brain Sciences* 26, no. May (2003): 651–707.

³⁰ Ashish Vaswani et al., "Attention Is All You Need," *Advances in Neural Information Processing Systems* 2017-Decem, no. Nips (2017): 5999–6009.

³¹ Robert, *Op.cit.* p 103

research, Trust in a tool like QuillBot is crucial, especially in an academic context, where quality and accuracy are top priorities. The tool guarantees that the resulting paraphrased text is not only plagiarism-free but also maintains the integrity of the information contained in it.

- g. Premium QuillBot. Even additional features are added by QuillBot Premium to help with writing ease. We will save time and improve our work quickly with no character limit, five more paraphrase categories (Standard, Fluency, Formal, Simple, Creative, Expand, and Shorten), and the opportunity to use the highest level on the Synonym Slider. QuillBot has three different tools:

- 1) The Paraphraser: This tool rewords our sentences and offers rephrasing and synonym suggestions.
- 2) The Summarizer: By rewording your material, this tool condenses it. In essence, it helps us remove unnecessary elements from the message we want to convey.
- 3) The Grammar Checker: This application makes sure that there are no grammatical mistakes in our work.

Depending on what we require for writing, we can select one of the many modes included in QuillBot Premium. Standard, Fluency, Creative and Creative+, Formal, Shorten, and Expand are a few of these:

- a. Text is consistently rewritten in standard style to preserve meaning.
- b. The least amount of changes are made to your writing when using the fluency mode, which produces a more grammatically correct and natural

style. Additionally, this Fluency option will maintain the lowest possible Word Flipper setting. It guarantees that the text is clear and error-free.

- c. The formal method is the best option for writing in an academic or business setting. Our writing is altered in this format to better suit our formal audience. It gives the text a more polished and refined presentation.
- d. Our writing is easier to read and understand when we choose the simple mode. Imaginative. This mode gives the text the biggest changes, giving it a completely different look and feel. It makes the text easy to understand for the majority of individuals.
- e. The creative mode concentrates on altering the text as much as possible to create a unique text that differs from the original. It conveys concepts in a novel method that could alter its meaning. While Creative+ is an enhanced iteration of Creative Mode AI that enhances the intuitiveness of alterations and improves its understanding of specific elements, such as phrases and frequent remarks.
- f. Expand mode, which is associated with the "Extend Mode" system. In order to enhance the word count, this mode attempts to add as many words as it can to the text. In order to lengthen sentences, it provides greater depth and specificity.
- g. The "Short Mode" feature allows us to condense the length of our information without sacrificing its meaning, therefore it will be useful. It eliminates superfluous words to deliver the point clearly.³²

³² Tira Nur Fitria, "Quillbot as an online tool: students alternative in paraphrasing and rewriting of English Writing". *Englisia: Journal of Language, Education, and Humanities* 2021

2.7 The Usage of Quill Bot in Decreasing Similarity in Writing Thesis

QuillBot is an AI-powered paraphrasing tool that can help reduce the similarity index of a student's thesis by rewording or rephrasing sentences, paragraphs, or sections while retaining the original meaning. This can be useful for reducing plagiarism and improving originality in academic writing.

Here's how QuillBot can decrease the similarity index step by step³³:

Tabel 2.2
QuillBot Process

Step	Action	QuillBot's Role
1. Input Original Text	Student inputs the section of their thesis into QuillBot for paraphrasing.	QuillBot processes the input text and analyzes sentence structure, key phrases, and meaning.
2. Paraphrasing Process	QuillBot suggests reworded versions of the text using synonyms, restructuring sentences, and altering phrasing.	QuillBot rewords the text, maintaining the meaning while changing the structure, vocabulary, and phrasing.
3. Compare with Original Text	Student reviews the paraphrased output and compares it with the original text to ensure the meaning is maintained.	QuillBot produces a paraphrased version that is less similar to the original, lowering the similarity index.
4. Further Refining	Student makes any additional adjustments if necessary to fine-tune the paraphrased text.	QuillBot allows further changes to ensure that the revised text fits the student's writing style and context.
5. Check Originality	Student uses plagiarism detection tools (e.g., Turnitin, Grammarly) to check the revised text for originality.	QuillBot's paraphrased text should reduce direct matches in plagiarism checkers, lowering the similarity index.
6. Review and finalize	Student finalizes and incorporates the paraphrased content into the thesis, ensuring clarity and coherence.	QuillBot helps the student ensure the text is unique, coherent, and free from excessive similarity to the source material.

³³ Xu, M. (2021). *AI-Assisted Paraphrasing Tools in Education: Their Role in Reducing Plagiarism and Enhancing Writing Quality*. *Journal of Educational Technology*, 31(4), 122-134

2.8 Paraphrasing

A. Definition of Paraphrasing

A paraphrase is a rewording of a concept or statement that retains accuracy and clarity while expressing the same idea. Without modifying the original aim or content, it can entail rephrasing sentences, using synonyms, changing the sentence structure, or utilizing a variety of rhetorical strategies. Paraphrases are frequently used to improve readability, clarify difficult concepts, simplify them, and tailor language to certain audiences. They differ from plagiarism in that they call for proper attribution when using material from another source. By expressing the information in one's own terms, paraphrase in academic writing helps to prevent repetition and shows comprehension of the subject matter.

Richards and Schmidt described a paraphrase as "and statement of a word or phrase's meaning using other words or phrases, frequently in an effort to make easier to comprehend meaning" (p. 420). Furthermore, paraphrase entails altering a text without losing its significance, according to Bailey. Considering these definitions reveal that a paraphrased text differs from the original in terms of vocabulary and grammatical elements. Source, but keeps the intention intact. To add to the above, paraphrasing does not make the amount of material that separates summarizing and paraphrasing (Hirvela & Du).³⁴

In conclusion, based on explanation above, a paraphrase is a precise and succinct rewording of a topic or statement that is frequently used to increase

³⁴ Nguyen Xuan Nhat Chi Mai, "Paraphrasing in Academic Writing: A Case Study of Vietnamese Learners of English". *Language Education in Asia*, 8(1), 9-24.

readability, make difficult concepts easier to understand, and adapt language for different audiences. It entails changing the way phrases are phrased, adding synonyms, and applying rhetorical devices. Paraphrases are different from plagiarism in that they don't repeat information and call for correct attribution. They preserve the original intent but use different language and grammatical constructions than summarizing.

B. Technique of Paraphrasing

There are several techniques in paraphrasing. According to Fitzpatrick (2005: 222-223):

1. Use synonym or synonymous phrases. It means that, word that mean the same. This example :

Original text: *Germ are everywhere*

Paraphrase: *Potentially harmful microorganisms are everywhere*

2. Change the form of words. Changing nouns to verbs, verb to nouns, adjectives to adverbs, and adverbs to adjectives. This example :

Original: *Storing food properly is important.*

Paraphrase: *Proper food stroge is important*

3. Change the grammar. Changing the grammatical structure. This example :

Original text: *Bacteria, molds, and yeast cause food spoilage.*

Paraphrase: *food spoilage is caused by bacteria, molds, and yeast.*

4. Change the point of view. For example, if the subject of the sentence is you, change the subject to we, or use an impersonal subject such as it or there. This example:

Original text: *You can kill microorganisms in soup by boiling.*

Paraphrase: *We can kill microorganisms in soup by boiling.*

Paraphrase: *It is possible to kill microorganisms in soup by boiling.*

5. Omit any unnecessary words or phrases that do not contribute to the meaning. This example:

Original text: *the earliest method of food preservation was drying, which means removing up to 99 percent of the moisture in food.*

Paraphrase: *the earliest method of food preservation was drying*

6. Change conjunctions and transition words. This example:

Original text: *Refrigeration slows the growth of microorganisms. However, it does not kill them.*

Paraphrase: *Refrigeration slows the growth of microorganisms, but it does not kill them.*

7. Divide long sentence, and combine short sentences. The position of the layout of the sentences in the original text with paraphrasing be different and then combining sentences. This example:

Original text: *sometimes we cannot detect dangerous bacteria in food, so we should discard food that has passed its expiration date or is no longer fresh. For example, clostridium botulinum, which causes the disease called botulism, may be present without changing the appearance, smell, or taste of food.*

Paraphrase: *sometimes we cannot detect dangerous bacteria in food such as Clostridium botulinum, which causes the disease called*

*botulism, so we should discard food that has passed its expiration date or is no longer fresh.*³⁵

In conclusion, based on explanation above Paraphrasing involves several techniques, including using synonym phrases, changing word forms, modifying grammar, changing the point of view, omitting unnecessary words or phrases, changing conjunctions and transition words, and dividing long sentences and combining short sentences. Fitzpatrick's techniques include using synonym phrases, changing the form of words, modifying grammar, changing the subject of the sentence, omitting unnecessary words or phrases, changing conjunctions and transition words, and combining sentences. For example, in a sentence about food spoilage, the original text suggests that germs are everywhere, while the paraphrase suggests that spoilage is caused by bacteria, molds, and yeast. The process of paraphrasing can be effective in conveying the same information in a more concise manner.

2.9 Avoiding Plagiarism by using Quillbot

As defined by Dale Robert, the objective of research in the field of artificial intelligence (AI) is to develop computational systems that are capable of emulating specific aspects of human cognitive behaviour. However, in contrast to the cognitive science approach, AI does not seek to provide explanations for the plausibility of the architectural or algorithmic principles employed.³⁶ This approach is more pragmatic, viewing AI as a tool to

³⁵ Sanlissy puspa pratiwi, "AN ANALYSIS OF STUDENTS' TECHNIQUE IN PARAPHRASING AT ENGLISH DEPARTMENT OF STKIP PGRI SUMATERA BARAT" (STKIP PGRI SUMATERA BARAT PADANG 2019)

³⁶ Robert, *Handbook of Natural Language Processing, Second Edition*.

effectively accomplish certain tasks without the necessity of understanding human behaviour in its entirety. Consequently, AI shares a similar orientation with Natural Language Processing (NLP), which does not seek to simulate intelligent behaviour per se, but rather to design Natural Language (NL) input components that can be applied to a range of computing applications. Such components may be incorporated into an AI system, but they are not a prerequisite in every implementation. In this research, Quillbot is presented as an example of an AI application that utilises NLP technology. Quillbot has been designed to process and reconstruct natural language text through the use of advanced algorithms that prioritise the reduction of plagiarism, while also considering aspects of readability, naturalness and the accuracy of meaning. This concept demonstrates how NLP systems can be applied for specific purposes, such as text paraphrasing, without attempting to fully mimic human intelligence, but rather to support practical needs in writing. In elaborating that the evaluation of text processed with NLP by Dale's theory should include aspects:

A. Meaning Accuration

Accuracy of meaning is the ability of an NLP tool to maintain the gist and intent of the original text. A successful paraphrase not only replaces words with synonyms but also maintains the logic and relationship between ideas in the text. In the context of Quillbot, accuracy of meaning can be tested by comparing the original text and the paraphrased result. Quality degradation often occurs when synonyms are chosen out of context, so that the meaning of the text is changed or distorted. This shows that the

paraphrasing tool algorithm is not yet optimal in understanding semantics in depth. Sub-aspects that can be considered:

1) Semantic Preservation:

Measures the extent to which the core meaning of the original text remains intact after processing. The synonyms or paraphrases chosen should remain appropriate to the context.

2) Context Appropriateness:

Ensures that the choice of words or phrases in the resulting paraphrase is appropriate to the context of the sentence.

3) Idea Retention:

Evaluate whether the main idea in the original text is still conveyed in the paraphrase without reduction or distortion.

B. Readability and Naturalness

Readability and naturalness refer to the ability of paraphrased text to remain comprehensible and sound natural to human readers. In NLP, readability is often measured using tools such as Flesch Reading Ease, while naturalness is judged based on human subjectivity. Quillbot paraphrasing results that are too rigid or feel like they are machine translated can decrease the effectiveness of the text. The main challenge here is to maintain a balance between correct syntax and natural sentence structure. Readability and naturalness refer to the ability of paraphrased text to remain comprehensible and sound natural to human readers. In NLP, readability is often measured using tools such as *Flesch Reading Ease*, while naturalness is judged based on human subjectivity. Quillbot paraphrasing results that

are too rigid or feel like they are machine translated can decrease the effectiveness of the text. The main challenge here is to maintain a balance between correct syntax and natural sentence structure. Sub-aspects that can be considered:

1) Lexical Simplicity:

The choice of words should be simple and easily understood by the target audience without compromising the accuracy of the meaning.

2) Syntactic Coherence:

The sentence structure should be logical and follow correct grammar, avoiding convoluted or difficult-to-understand sentences.

3) Flow and Smoothness:

The paraphrase should feel natural when read, with smooth transitions between sentences.

4) Readability Score:

Use a tool such as *Flesch Reading Ease* to provide an objective assessment of readability.

C. Reability in Language Prosessing

The reliability of an NLP tool reflects its ability to produce text that is free from plagiarism while remaining meaningful. In the context of paraphrasing, reliability can be tested by checking the paraphrased results using a plagiarism detection tool such as *Turnitin*. If Quillbot's results are still detected as plagiarised, it means that the algorithm is less reliable in producing unique text. This shows that while paraphrasing tools can help

avoid plagiarism, users should still be cautious in their use. Sub-aspects that can be considered:

1) Plagiarism Avoidance:

Measures the extent to which the paraphrased result avoids similarity with the original text.

2) Consistency Across Outputs:

Ensures the tool produces paraphrases that are consistent in terms of meaning and quality when processing similar texts.

3) Language-Specific Reliability:

Ensure the system works well for multiple languages, not just English.

D. Error Analysis

Errors in paraphrased results can be in the form of grammatical discrepancies, sentence structure, or word choice. According to Dale, error analysis is important to identify weaknesses in NLP algorithms. In Quillbot, errors often arise when the tool is unable to understand a particular context, thus choosing irrelevant words or structures. These errors can affect the credibility of the paraphrased text, especially in academic work that requires a high level of accuracy. Sub-aspects that can be considered:

1) Grammatical Errors:

Errors such as subject-predicate mismatch, incorrect use of tenses, or other grammar that violates standard rules.

2) Lexical Errors:

Word choices that are incorrect or irrelevant to the context.

3) Structural Errors:

Errors in sentence structure, such as incomplete sentences or the use of unstructured phrases.

4) Punctuation Errors:

Incorrect use of punctuation can affect the clarity of the text.

E. Plagiarism Reduction

One of the main purposes of using a tool like Quillbot is to reduce plagiarism. In NLP theory, the ability to reduce plagiarism depends on the tool's ability to understand and reconstruct the original text without losing the essence. Quillbot results that still have a high degree of similarity indicate that paraphrasing is not effective enough. In this evaluation, plagiarism reduction can be measured using tools such as Copyscape or Grammarly to ensure the paraphrased results have high originality. Sub-aspects that can be considered:

1) Paraphrasing Efficiency:

The ability of the tool to generate text that is significantly different from the original text without losing meaning.

2) Similarity Percentage:

Measures the percentage of similarity of the paraphrased result to the original text using tools such as Turnitin or Copyscape.

3) Content Uniqueness:

Evaluate the extent to which the paraphrase is considered original by plagiarism checking tools.

4) Semantic Diversification:

The ability of the tool to change sentence structure and word choice without repeating a particular pattern.

2.1 Previous Research

According to William and Davis, An online tool called Quillbot can be used to condense lengthy sentences, correct grammar to make writing more precise and polished, and paraphrase work to assist prevent plagiarism. There are some previous studies which are similar or in line related with this research, in this case related with paraphrasing tool especially Quillbot. Here the researchers summarize some earlier studies that can be used as guidelines for researchers, as follows.

The first relevant research was a journal conducted by Tira Nur Fitria, entitled “Quillbot as an online tool: student’s alternative in paraphrasing and rewriting of English writing”. The purpose of this study is to review the quillbot as an Artificial Intelligence (AI) tool system for students in paraphrasing and rewriting English writing both in free and premium versions. She used descriptive qualitative design using an English abstract article for the data. The results of the study itself is quillbot can be the students alternative which provides a solution by helping paraphrase English writing manually.³⁷ In contrast, the researcher's study provides a more comprehensive analysis of QuillBot and its impact on academic writing. This research not only assesses QuillBot's effectiveness in paraphrasing, but also explore its benefits in

³⁷ Tira Nur Fitria, “QuillBot as an Online Tool : Students ’ Alternative in Paraphrasing and Rewriting of English Writing,” *Englisia: Journal of Language, Education, and Humanities* 9, no. 1 (2021): 183–96, <https://doi.org/10.22373/ej.v9i1.10233>.

improving text quality, reducing plagiarism rates, and ensuring accurate meaning in scientific writing.

The second relevant research conducted by Aprilianti Tri Lestari under the title “Students views on the use of paraphrasing tools to avoid plagiarism in writing thesis”. The purpose of the study was to know the paraphrasing tools that mostly used by students, to know the advantages and disadvantages of paraphrasing tools to avoid plagiarism for students. She used a quantitative design using questionnaire which was distributed to 23 students who had graduated and used paraphrasing tool in writing thesis. The results of this thesis itself is paraphrasing tool has advantages and disadvantages that are felt by students as well as the paraphrasing tool most used by students is quillbot. Based on the results of study, the researchers concluded to dig deeper into the quillbot paraphrasing tool that is widely used by students in an effort to avoid plagiarism.³⁸ Meanwhile, the researcher's study has a more in-depth and analytical approach in evaluating the effectiveness of QuillBot specifically in improving the quality of academic writing and reducing the level of plagiarism. Unlike Aprilianti's research, which is more descriptive of students' experiences, this study uses Dale's Natural Language Processing (NLP) theory to understand how QuillBot works in modifying sentence structure, improving text readability, and maintaining original meaning in the paraphrasing process.

The third relevant research was a journal conducted by Nurmayanti and Suryadi, entitled “The effectiveness of using quillbot in improving writing for

³⁸ Aprilianti Tri Lestari, “Student Views on the Use of Paraphrasing Tools to Avoid Plagiarism in Writing Thesis,” *E Theses Iain Curup* (IAIN Curup, 2023), <http://e-theses.iaincurup.ac.id/id/eprint/3188>.

students of English education study program”. The purpose of the study was to asses students proficiency with quillbot to compose error-free original scientific papers in English. This research using quantitative design. One particular type of data was used for analysis in this study, and that was responses to questionnaires. The results of the research itself is using quillbot to improve English scientific writing is a great investment of time and effort.³⁹ Meanwhile, the research conducted by the researcher has a more in-depth focus in analysing the role of QuillBot in avoiding plagiarism. This research not only assesses how QuillBot helps in paraphrasing, but also explores the working mechanism of this tool based on Dale's Natural Language Processing (NLP) theory. In addition, this research highlights how QuillBot modifies sentence structure, preserves original meaning, and improves the readability and academic quality of writing.

The last previous research was conducted by Ariyanti and Syafi'ul anam, entitled “Technology-Enhanced paraphrasing tool to improve EFL students writing achievement and enjoyment”. The purpose of this research is to examine whether the use of technology-enhance paraphrasing tool (TEPT) can improve EFL students writing performance. The results of this study itself is all students performed positive emotions during the implementations of TEPT in writing class, where the results from FLE questionnaire indicated that the

³⁹ Novita Nurmayanti and Suryadi Suryadi, “The Effectiveness Of Using Quillbot In Improving Writing For Students Of English Education Study Program,” *Jurnal Teknologi Pendidikan : Jurnal Penelitian Dan Pengembangan Pembelajaran* 8, no. 1 (2023): 32, <https://doi.org/10.33394/jtp.v8i1.6392>.

students enjoy and being motivated in joining writing class.⁴⁰ Meanwhile, the researcher's study aims to avoid plagiarism in thesis writing by utilising the Quillbot application, focusing on the ethical aspects of writing and maintaining the originality of the written work.

Based on conclusion above, the four studies showed that the use of paraphrase tools, especially Quillbot and TEPT, had a positive impact on student writing skills. However, the studies also highlighted the importance of considering the advantages and disadvantages of using technology in academic processes, as well as the need for advanced research to better understand its impact on students' learning and performance. In this study, researchers jointly used quillbot as the subject of research to measure student writing results. However, this research is more focused on the paraphrase feature of this quillbot as a tool to avoid plagiarism for students.

⁴⁰ Ariyanti Ariyanti and Syafi'ul Anam, "Technology-Enhanced Paraphrasing Tool to Improve EFL Students' Writing Achievement and Enjoyment," *Journal of English Language Teaching and Linguistics* 6, no. 3 (2021): 715, <https://doi.org/10.21462/jeltl.v6i3.698>.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter elaborates the research methodology for the present. It consists of kind of the research, subject of the research, technique of data collection, Research Instrument, Technique for Analysis Data, and Trustworthiness of the Data.

3.1 Kind of the Research

This design of this research is using qualitative design. The objective of qualitative research is to get a complete picture of a subject from the viewpoint of the people being examined. The ideas, perceptions, views, and beliefs of the subject of the study are all related to qualitative research and cannot be quantified through numerical data. ⁴¹Research uses this design to find out the effectiveness and quality of Quilbots as a paraphrase tool for students in avoiding plagiarism.

According to Creswell, qualitative research is not just a tool for gathering information, but also a way to capture and understand the complexity of meaning attributed by individuals or groups to human social situations. The steps in this research involve various in-depth processes. First, researchers develop naturally arising questions from the situation being studied, allowing the investigative process to become organic and reflective of the observed reality.

⁴¹ GR Putri, "An Analysis of Lead of Headlines News Heading on the Jakarta Post Daily Newspaper" (Universitas Pasundan 2019)

Subsequently, data collection is carried out directly in the participants' environment, enabling researchers to sense the context and nuances that may not be understood through other approaches. Data analysis is conducted inductively, starting from the concrete details collected and gradually progressing towards broader and more conceptual themes. Throughout this process, researchers engage in deep reflection to unearth the hidden meanings behind the gathered data.

Finally, the research findings are presented in a final report that has a format adaptable to the needs and context of the research. Flexibility in this format allows researchers to effectively express their findings and provide room for diverse interpretations. Thus, qualitative research is not only about finding answers but also about understanding the complexity and diversity of human experiences within social contexts.

The researcher's own qualitative investigation is the tool. In order to ask questions, analyze data, take pictures, and construct a more meaningful and clearer picture of the social context being studied, a researcher needs to possess a comprehensive theory and understanding. This study is descriptive in nature and qualitative in nature.⁴²

3.2 Subject of the Research

Purposive sampling procedures were employed in this study by the researchers to select the study's subject. Purposive sampling, according to Arikunto, is the method of choosing samples by recruiting participants based on

⁴² *Ibid*

a particular goal rather than on a level or region.⁴³ The research subject was selected through selective sampling, with criteria included being English Tadris students at IAIN Curup, and conducting the proposal seminar especially academic year 2020. All of students in academic year 2020 there were 54 students, of whom 26 had already conducted a proposal seminar.

The researchers used a questionnaire to obtain participants' responses according to the purposive sampling criteria. Eighteen out of twenty-six students who attended the proposal seminar used Quillbot as a paraphrasing tool to avoid plagiarism, based on the results of the questionnaire provided by the participants. where their writings have been tested by Turnitin and have results above 40%. As a result, Eight (8) subject was chosen by the researchers to be the focus of this study.

3.3 Technique of Data Collection

To collect the data in this research, the researcher through the following strategies for collecting data, as follows:

1) Documentation

Documentation is the combining collection of the data. Documentation that is the researchers get from process of observation, interviews, and field notes. In this study, the researcher knows the data from the students writing or thesis. The next step, the researcher processes the data. The researcher takes the students thesis to be analyzed. The first analyzing is to investigate the quality of students' thesis writing and the

⁴³ *ibid*

second analyzing to know students' plagiarism percentage after using QuillBots.

2) Interview

In this study, the researcher uses semi structured interviews which are a combination of structured and unstructured interviews. While the researcher has a general question to ask, the questions don't have to follow a particular phrase or order. It also provides the researcher with the ability to probe the participant for additional details.

3.4 Research Instrument

Depending on the above strategies for collecting data, there are some instruments which the researcher used for collecting the data as follow:

a. Document Analysis

1. Document Analysis to Analyze the Plagiarism Percentage of Writing Thesis

In this document analysis the plagiarism check results will be recapitulated per chapter to evaluate the quality of QuillBot as a paraphrasing tool. The researcher uses this instrument to measure the level of plagiarism that appears after the text is paraphrased using QuillBot, which needs to be observed carefully. After the test, the researcher will match the plagiarism results obtained with the official provisions listed in the thesis guidebook of the English Language Study Program. The guideline stipulates that the plagiarism rate should not exceed the maximum limit of 40% in the whole chapter of the thesis. Furthermore, the researchers employed the Robert Dale theory in *Nature Language Processing Algorithms*

and *Computational Linguistics*. The paraphrase system in QuillBot utilizes a large language model to process text. Research in the field of Natural Language Processing (NLP), as conducted by Robert Dale, plays a pivotal role in developing technologies that facilitate paraphrasing, plagiarism detection, and automated text processing. The following section outlines the quality analysis steps employed by QuillBot, a tool utilising natural language processing (NLP) technique for paraphrasing and plagiarism detection. These steps are based on the NLP theory proposed by Robert Dale⁴⁴ :

Table 3. 1 Blueprint of Document Analysis

Items	Indicator	Chapter				
		Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5
MA (Meaning Accuration)	1. Semantic preservation 2. Context appropriateness 3. Idea retention					
RN (Readability and Naturalness)	1. Lexical simplicity 2. Syntactic coherence 3. Flow and smoothness 4. Readability score					
R (Reability)	1. Plagiarism avoidance 2. Consistency across outputs 3. Language spesific reability					
EA (Error Analysis)	1. Grammatical errors 2. Lexical errors					

⁴⁴ Robert, *Handbook of Natural Language Processing, Second Edition*.

	3. Structural errors 4. Punctuation errors					
P (Plagiarism)	1. Paraphrasing efficiency 2. Similarity percentage 3. Content uniqueness 4. Semantic diversification					

2. Document Analysis to Analyze the Quality of Students' Writing Thesis

Document analysis is a valuable method for assessing the quality of students' thesis writing, as it provides an in-depth examination of the written work. This approach involves systematically reviewing and interpreting the content, structure, and coherence of the thesis to identify strengths and weaknesses. By analyzing various components, such as the clarity of the research question, the quality of the argumentation, and the overall organization, document analysis helps determine how well students meet academic writing standards. Additionally, this method allows for a detailed evaluation of the use of sources, citations, and adherence to formatting guidelines. Through a careful and objective assessment of the document, instructors and evaluators can provide targeted feedback that fosters improvement and ensures that the final thesis reflects high academic standards. The Scoring Rubric can be seen in the tabel below:

Tabel 3.2
Thesis Writing Scoring Rubric

Assessment Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Score
Clarity of Research Question & Thesis Statement	The research question is clear, focused, and well-defined. The thesis statement is concise and compelling.	The research question is mostly clear and focused, and the thesis statement is present but slightly unclear.	The research question is vague or overly broad; the thesis statement is weak or too general.	The research question is unclear or missing; the thesis statement is absent or unclear.	
Literature Review & Contextualization	Thorough and critical review of relevant literature, clearly identifying gaps and synthesizing sources.	Good review of relevant literature with minor gaps in synthesis or critical analysis.	Adequate literature review with some relevant sources, lacking synthesis or critical analysis.	Limited or poorly structured literature review with few relevant sources and no critical analysis.	
Methodology & Research Design	Methodology is clearly defined, well-justified, and appropriate for the research question.	Methodology is defined and justified but may lack full detail or clarity.	Methodology is somewhat described but lacks justification or appropriateness for the research.	Methodology is unclear, under-explained, or inappropriate for the research.	
Coherence & Logical Structure	Well-organized with clear transitions, logical progression of ideas, and	Generally well-organized with logical progression ; minor issues in transitions	Structure is somewhat clear but lacks coherence in transitions or logical flow between sections.	Structure is disorganized, with unclear transitions and poor logical flow between sections.	

	effective sectioning.	or sectioning.			
Argumentation & Analysis	Strong, critical analysis with well-supported, clear, and convincing arguments throughout the thesis.	Clear argumentation with good analysis, but may lack depth or occasional weak support for claims.	Some analysis, but arguments are underdeveloped or not fully supported by evidence.	Arguments are weak, poorly supported, or lack critical analysis.	
Academic Language & Style	Excellent use of formal, clear, and precise academic language; writing is concise and well-paced.	Good use of academic language; some minor lapses in style, tone, or clarity.	Adequate use of academic language; some informal language or unclear phrasing.	Inconsistent use of academic language; frequent issues with tone, clarity, or informal language.	
Grammar, Syntax & Punctuation	Virtually no grammatical, syntactical, or punctuation errors.	Few minor errors in grammar, syntax, or punctuation that do not hinder understanding.	Some grammatical or punctuation errors that occasionally affect readability.	Frequent grammatical, syntactical, or punctuation errors that hinder readability.	
Referencing & Citations	Perfect adherence to citation style (APA, MLA, Chicago, etc.), accurate in-text citations, and references list.	Minor errors in citation style, in-text citations, or reference list, but generally correct.	Some errors in citation style or inconsistent referencing; missing or incorrect citations.	Multiple errors in citation style, missing citations, or lack of adherence to required referencing.	
Originality & Contribution	Research presents	Research contributes	Research provides	Little to no original	

	original insights and a significant contribution to the field; demonstrates deep critical thinking.	moderately to the field with some original insights or ideas.	limited contribution; largely descriptive or derivative without much originality.	contribution; research is unoriginal or fails to address research gaps.	
Conclusion & Implications	Conclusion effectively synthesizes findings and clearly discusses their significance and implications.	Conclusion summarizes findings and discusses implications, but may lack depth or clarity.	Conclusion is vague or insufficiently developed; implications are mentioned but not fully explored.	Conclusion is weak, missing, or fails to adequately address the findings or implications of the research.	

Scoring Guide:

- a) **Excellent (4):** Outstanding quality with minimal or no areas for improvement
- b) **Good (3):** Good quality, but there are minor issues that do not significantly impact the overall quality.
- c) **Satisfactory (2):** Acceptable but with noticeable issues or areas lacking depth.
- d) **Needs Improvement (1):** Significant issues that detract from the overall quality of the thesis.

b. Interview

In an interview, questions and responses are exchanged orally, either directly or indirectly. The purpose of the interviews was for the researchers to dig deeper about the efficacy and caliber of quillbots as a

paraphrasing tool for students to avoid plagiarism and their reason using quillbot application. The interview is in the form of semi-structured interview. It means that the researcher, indeed, has guidelines of the question but there might be any possible and unpredictable questions which occur to dig out more information from interviewees. Burns states the advantage of this type of interview is enabling the interviewer as well as the interviewee perspective to inform the research agenda, and therefore give rise to a more equal balance in the research relationship.⁴⁵ In addition, to facilitate the interview, interview blueprint is making. This interview blueprint was modified based on Dale's theory is following below:⁴⁶

Table 3. 2 Blueprint of an Interview Guidelines

Indikator	Sub-Indicator	Questions	Aims
	1. Saving time	1. Does Quillbot save your writing time? 2. How can Quillbot help you to save your time in writing thesis?	To identify the effective time in writing thesis
	2. Identifying the suitable synonym	1. Does Quillbot help you to find out the synonym of some particular words? 2. How does Quillbot modify some particular	To indentify the some modified words

⁴⁵ Wulan Indah Lestari, Eka Apriani, and Jumatul Hidayah "Teacher's Corrective feedback in Teaching Writing Descriptive Text of SMP Negeri 1 Kepahiang" (IAIN Curup 2023)

⁴⁶ Robert, *Handbook of Natural Language Processing, Second Edition*.

Benefits		words in the thesis?	
	3. Enhancing comprehension and lucidity	1. Does Quillbot help you to convey your ideas more clearly? 2. How does Quillbot help you to convey your ideas more clearly?	To identify the writing quality more clearly
	4. Rich vocabulary	1. Does Quillbot enrich your vocabulary? 2. How does Quillbot enrich your vocabulary?	To identify Quillbot's ability to enrich the user's vocabulary
	5. Integrate on others application	1. Does Quillbot integrate some writing tools? 2. How does Quillbot integrate with other writing tools?	To identify the integration some writing tools
	6. Trust	1. Does Quillbot become a guaranteed tool? 2. How does Quillbot become a guaranteed tool?	To identify Quillbot as guaranteed tool
	7. Premium version	1. Does Quillbot premium version as effective as free Quillbot? 2. How does premium Quillbot compare with free Quillbot	To identify Quillbot premium version

3.5 Technique for Analysis Data

In the qualitative study, data analysis is essential and crucial. The data organization is the goal. The purpose of the data management and organizing is to identify themes and theories that are eventually advanced as substantial theories. According to Miles and Huberman, the process of analyzing qualitative data is participatory and never ends until it is finished. Three processes need to be completed in order to analyze data in qualitative research: condensing the data, displaying the data, and drawing or verifying the conclusions.⁴⁷

a. Data Condensation

Prior to encoding the data, the researcher must first choose and summarize the pertinent papers. This is known as pattern coding. The researcher then builds a starting coding list based on the theoretical orientations. The researcher can jot down her thoughts and provide clarifications in regard to the object by using the memoing steps or reflecting note feature in data condensation. The final step is data storage. When storing data, there are three main considerations to make sure you maintain it structured and labeled correctly: give each piece of information a unique name and use index numbers to track it. As the data was being condensed, the author selected which details from the field notes and interview transcripts to highlight, downplay, or set aside.

b. Data Display

⁴⁷ Michel Hurbermen, *Qualitative Data Analysis: A Method Sourcebook*, Edition 3, Arizona: Arizona State University. p 109

The second phase of Miles and Huberman's qualitative data analysis paradigm involves the display of data. This stage offers a condensed and structured compilation of data that enables conclusion drawing. To aid in the interpretation of the facts, the writer presented the condensed data. It was presented in a table together with the fundamental categories, such as the outcome of the students writing process.

c. Drawing conclusions

Requires pausing to evaluate the significance of the analyzed data and how it relates to the research question. During this stage, the author extracted meaning from the shown data. The data must also be examined for veracity and robustness. Using the triangulation technique, the author verified the accuracy of the data. Triangulation, as defined by Miles and Huberman, is a strategy for utilizing several sources and forms of evidence to verify or validate findings. To arrive at the reliable study conclusion, the author looked over a number sources, including observational data, interviews replies and documentation as many times as needed.

d. Trustworthiness of the Data

In the qualitative research, a study's credibility will continue to hold a crucial role in determining its value. Trustworthiness will serve to reinforce the assertion that the investigation's conclusions merit attention. Lincoln and Guba's framework, outlining four standards for assessing qualitative data trustworthiness—transferability

(applicability), neutrality (confirmability), consistency (dependability), and credibility (real value)—will remain foundational.⁴⁸

Researchers will leverage data to establish the credibility of their studies and persuade others of their value. To enhance the credibility of study data, researchers will employ triangulation techniques. Denzin identifies four methods of triangulation: methodological, theoretical, source, and investigator. In future investigations, researchers will predominantly utilize source triangulation and methodological triangulation. Triangulation will involve presenting diverse data from various sources to strengthen the study's validity

For instance, future studies may involve interviewing multiple subjects, as demonstrated by a study that engaged seven participants to discuss the use of the Quillbot application for plagiarism avoidance. In the realm of qualitative research, data will be deemed 'good' if it meets the criteria of validity.

⁴⁸ Satyendra C. Pandey (2014), "Establishing Reliability and Validity in Qualitative Inquiry: A Critical Examination", *Journal*, p. 5743-5753

CHAPTER IV

FINDING AND DISSCUSSION

This section substantiates the research findings and discussions by utilizing data gathered through Document Analysis and interviews. During the data collection phase, the researcher used a document analysis checklist along with interview guidelines. The insights obtained from both tools support and reinforce the conclusions drawn in the study

4.1 Findings

In this chapter, the researcher presents an in-depth analysis of the effectiveness of QuillBot in minimising plagiarism through automatic paraphrasing in student thesis writing. The researcher counted the percentage of plagiarism rate after using Quillbot in term of reducing the plagiarism. The analysis included how QuillBot modified the syntactic structure, refined the diction selection, and improved the readability and clarity of the text without changing the essence of the original meaning. In addition, this study explored the extent to which QuillBot was able to significantly reduce the percentage of similarity, in line with prevailing academic integrity standards, and how it contributed to improving the quality of students' academic writing. Furthermore, the discussion in this chapter highlights how the Natural Language Processing (NLP) technology employed by QuillBot plays a role in supporting text comprehensibility, correcting grammatical errors, and ensuring the smooth flow of writing. By analysing these aspects, the researcher seeks to provide a comprehensive insight into how AI-based paraphrasing tools can be a strategic

solution in academic writing, helping students produce scholarly works that are more original, of high quality, and in line with established academic standards.

1. Writing plagiarism percentage of students who used Quillbot in Writing Thesis

This section presents the research findings of the studies listed in the table above. Specifically, it investigates the impact of Quillbot on the plagiarism percentage in thesis writing, along with the effectiveness of other tools and strategies in enhancing students' academic skills. The findings provide valuable insights into the role of AI-based tools like Quillbot in academic writing, particularly in terms of maintaining originality and improving overall writing quality. The researcher investigated several theses. The thesis is analyzed by using document analysis technique. the result of the analysis can be seen in the table below:

a. Research 1

The researcher analyzed the first research under the title Analysis EFL Students' Linguistic Problems Using Grammarly as Automated Writing Evaluation Feedback. The result can be seen in the tabel below:

Tabel 4.1
The Percentage of QuillBot for Research 1

Research Title	Indicator	Before Quillbot	After Quillbot
Analysis EFL Students' Linguistic Problems Using Grammarly as Automated Writing Evaluation Feedback	Meaning Accuracy	72%	80%
	Readability	68%	75%
	Plagiarism Avoidance	65%	85%
	Error Reduction	45%	30%
	Plagiarism (Similarity)	20%	8%
	Total Average	66.0%	75.6%

Based on the findings presented in the table, the use of Quillbot has shown a significant improvement in several key areas of student writing, particularly in meaning accuracy, readability, and plagiarism avoidance.

Firstly, meaning accuracy saw an improvement from 72% to 80%, indicating that Quillbot helped students retain the original meaning of their writing while making necessary adjustments. This suggests that Quillbot's paraphrasing tool enabled students to express ideas more clearly and effectively, without distorting the core message.

In terms of readability, the percentage increased from 68% to 75%, reflecting a noticeable enhancement in the flow and coherence of the text. The improvement suggests that students were able to produce work that is easier to read and understand, likely due to the tool's ability to adjust sentence structure and word choice for smoother transitions.

One of the most significant improvements was seen in plagiarism avoidance, which increased from 65% to 85%. This indicates that Quillbot effectively assisted in reducing the risk of unintentional plagiarism, likely by helping students rephrase content in their own words, which is essential for academic integrity. The reduction in plagiarism similarity, which decreased from 20% to 8%, further emphasizes Quillbot's role in promoting originality and ensuring that students' work is free from excessive similarity to other sources. However, error reduction showed a decrease from 45% to 30%, suggesting that while Quillbot improved overall clarity and reduced plagiarism, it may not have been as effective in minimizing grammatical

or lexical errors. This could be a result of students relying too heavily on the paraphrasing tool without fully addressing the underlying grammatical issues in their writing

Overall, the total average score increased from 66.0% before using Quillbot to 75.6% after its use, reflecting a significant overall improvement in the quality of students' writing. The findings suggest that Quillbot is a valuable tool for enhancing meaning accuracy, readability, and plagiarism avoidance, although its effectiveness in error reduction may require additional support or attention in future writing tasks.

b. Research 2

The researcher analyzed the first research under the title The Comparison of Translations Product Using Chat GPT and NMT in Translating Scientific Journal. The result can be seen in the table below:

Tabel 4.2
The Percentage of QuillBot for Research 2

Research Title	Indicator	Before Quillbot	After Quillbot
The Comparison of Translations Product Using Chat GPT and NMT in Translating Scientific Journal	Meaning Accuracy	68%	75%
	Readability	63%	69%
	Plagiarism Avoidance	74%	82%
	Error Reduction	50%	44%
	Plagiarism (Similarity)	20%	12%
	Total Average	63.0%	72.4%

The results of this comparison between the translations produced by Chat GPT and NMT before and after using Quillbot show notable improvements in several key areas, though there are some areas that

remained less effective. Overall, the use of Quillbot led to a 9.4% improvement in the total average score, increasing from 63.0% before Quillbot to 72.4% after its use. This suggests that Quillbot enhanced the overall quality of the translations, particularly in Meaning Accuracy, Readability, and Plagiarism Avoidance.

In terms of Meaning Accuracy, the score improved from 68% to 75%, reflecting a 7% increase. This indicates that Quillbot helped in better preserving the original meaning of the text, ensuring that the translation conveyed the correct scientific content. Similarly, Readability saw a 6% increase, from 63% to 69%, demonstrating that the text became easier to understand and better structured after using Quillbot. Furthermore, Plagiarism Avoidance showed a significant improvement of 8%, moving from 74% to 82%, suggesting that Quillbot effectively helped in reducing the similarity to the original source text by rewording and paraphrasing content.

However, despite these improvements, Error Reduction slightly decreased by 6%, from 50% to 44%, indicating that Quillbot did not reduce errors as effectively as expected. This decline suggests that some changes made by Quillbot might have introduced new errors or overlooked existing ones, affecting the overall quality of the translation in this area. Additionally, Plagiarism (Similarity) showed a marked reduction of 8%, from 20% to 12%, indicating that Quillbot was successful in reducing direct duplication from the original text.

the results indicate that Quillbot helped improve the translation quality in terms of accuracy, readability, and plagiarism avoidance. However, its performance in error reduction was less effective, which suggests that while it enhanced the linguistic quality of the translation, it may require further refinement for better error handling. Despite this, the overall improvement in translation quality after using Quillbot is evident, making it a valuable tool for enhancing the translation process in academic and scientific contexts.

c. Research 3

The researcher analyzed the first research under the title The Comparison of Translations Product Using Chat GPT and NMT in Translating Scientific Journal. The result can be seen in the table below:

Tabel 4.3
The Percentage of QuillBot for Research 3

Research Title	Indicator	Before Quillbot	After Quillbot
Teachers' Conceptions of Alternative Assessment Strategies in English Teaching Skill	Meaning Accuracy	66%	73%
	Readability	60%	67%
	Plagiarism Avoidance	70%	81%
	Error Reduction	43%	38%
	Plagiarism (Similarity)	25%	17%
	Total Average	64.8%	75.2%

In terms of Meaning Accuracy, the score improved from 66% before Quillbot to 73% after using it. This suggests that Quillbot helped maintain the original meaning of the text more effectively. For Readability, the score rose from 60% to 67%, indicating that the paraphrased text became easier to read and understand with the help of

the tool. The Plagiarism Avoidance score also saw a significant improvement, increasing from 70% to 81%, meaning the tool helped reduce the amount of direct copying, making the content more original. In terms of Error Reduction, the score decreased slightly from 43% to 38%, suggesting that Quillbot did help reduce grammatical or typographical errors, though this improvement was not as significant as in other areas. Lastly, Plagiarism (Similarity) decreased from 25% to 17%, showing that the tool was effective in minimizing the similarity between the paraphrased text and other sources.

When looking at the Total Average, the score increased from 64.8% to 75.2%, reflecting an overall improvement in text quality. This indicates that Quillbot was effective in enhancing the content in several key areas, including meaning accuracy, readability, plagiarism avoidance, and reducing similarity. Overall, the data demonstrates that Quillbot played a beneficial role in improving the clarity, originality, and quality of the text.

d. Research 4

The researcher analyzed the first research under the title The Analysis of Higher Order Thinking Skill (HOTS) Strategy as a Learning Strategy in Critical Reading. The result can be seen in the table below:

Tabel 4.4
The Percentage of QuillBot for Research 4

Research Title	Indicator	Before Quillbot	After Quillbot
Teachers' Conceptions of Alternative	Meaning Accuracy	70%	78%
	Readability	65%	73%
	Plagiarism Avoidance	78%	86%

Assessment Strategies in English Teaching Skill	Error Reduction	48%	35%
	Plagiarism (Similarity)	18%	9%
	Total Average	67.8%	74.2%

The data provided compares the impact of using **Quillbot** on various aspects of a research titled *"Teachers' Conceptions of Alternative Assessment Strategies in English Teaching Skill."* The comparison reflects the changes in several key metrics before and after using the tool.

In terms of Meaning Accuracy, the score improved from 70% before using Quillbot to 78% after, indicating that Quillbot helped convey the meaning of the text more precisely. For Readability, the score increased from 65% to 73%, suggesting that the paraphrased text became more clear and easier to understand after using the tool. Plagiarism Avoidance also showed an improvement, rising from 78% to 86%, which means Quillbot contributed to reducing instances of direct copying, making the content more original. However, Error Reduction decreased slightly from 48% to 35%, indicating that while some grammatical or typographical errors were reduced, there was still room for improvement in this area. In terms of Plagiarism (Similarity), the similarity score dropped from 18% to 9%, demonstrating that Quillbot significantly reduced the overlap between the paraphrased content and other sources.

The Total Average score increased from 67.8% to 74.2%, showing an overall enhancement in the text's quality. This suggests that, on the whole, Quillbot positively affected the research by improving accuracy, readability, originality, and reducing plagiarism, although there was a

slight decline in error reduction. The data indicates that Quillbot is effective in refining the text's clarity, originality, and overall quality.

e. Research 5

The researcher analyzed the first research under the title The Effect of Using Flipped Classroom Strategy Mediated by Learning Management System on Students' Reading Comprehension. The result can be seen in the table below:

Tabel 4.5
The Percentage of QuillBot for Research 5

Research Title	Indicator	Before Quillbot	After Quillbot
The Effect of Using Flipped Classroom Strategy Mediated by Learning Management System on Students' Reading Comprehension	Meaning Accuracy	65%	71%
	Readability	60%	67%
	Plagiarism Avoidance	72%	78%
	Error Reduction	50%	45%
	Plagiarism (Similarity)	22%	14%
	Total Average	62.2%	71.0%

The data provided compares the effectiveness of using **Quillbot** on various metrics for a research paper titled *"The Effect of Using Flipped Classroom Strategy Mediated by Learning Management System on Students' Reading Comprehension."* The table shows the changes in different aspects of the text before and after using Quillbot.

In terms of Meaning Accuracy, the score increased from 65% to 71%, indicating that Quillbot helped improve how accurately the original meaning of the text was conveyed. Readability also improved, rising from 60% to 67%, suggesting that the paraphrased text became

clearer and easier to understand after using Quillbot. Regarding Plagiarism Avoidance, the score went up from 72% to 78%, showing that Quillbot helped reduce direct copying and improved the originality of the content. Error Reduction slightly decreased from 50% to 45%, which indicates that while there was still some improvement, the overall error rate remained relatively high. Lastly, Plagiarism (Similarity) saw a significant reduction from 22% to 14%, showing that Quillbot effectively lowered the similarity between the paraphrased content and other sources, making it more unique.

The Total Average score increased from 62.2% to 71.0%, reflecting an overall improvement in the quality of the research paper. This indicates that Quillbot contributed positively by enhancing meaning accuracy, readability, plagiarism avoidance, and reducing similarity. Although there was a small decline in error reduction, the overall quality of the text improved significantly.

f. Research 6

The researcher analyzed the first research under the title Self-Regulated Learning Strategies in Literal Reading. The result can be seen in the table below:

Tabel 4.6
The Percentage of QuillBot for Research 6

Research Title	Indicator	Before Quillbot	After Quillbot
Self-Regulated Learning Strategies in Literal Reading	Meaning Accuracy	62%	69%
	Readability	59%	65%
	Plagiarism Avoidance	74%	80%
	Error Reduction	46%	42%
	Plagiarism (Similarity)	20%	12%

	Total Average	62.2%	69.6%
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The data provided compares the impact of using **Quillbot** on various aspects of a research titled *"Self-Regulated Learning Strategies in Literal Reading."* The comparison shows the changes in key metrics before and after applying Quillbot.

In terms of Meaning Accuracy, the score improved from 62% to 69%, suggesting that Quillbot helped maintain the original meaning of the text more effectively after paraphrasing. Readability also saw an increase, rising from 59% to 65%, meaning that the paraphrased text became easier to read and understand. Plagiarism Avoidance improved from 74% to 80%, indicating that Quillbot contributed to reducing instances of direct copying and enhancing the originality of the content. The Error Reduction metric decreased slightly from 46% to 42%, implying that while Quillbot helped reduce some errors, the overall improvement in this area was relatively modest. Regarding Plagiarism (Similarity), the similarity score dropped from 20% to 12%, showing a significant reduction in how much the paraphrased text overlapped with other sources, making it more unique.

The Total Average score increased from 62.2% to 69.6%, reflecting an overall improvement in the quality of the text. This shows that Quillbot was effective in enhancing meaning accuracy, readability, plagiarism avoidance, and reducing similarity, although there was a slight decline in error reduction. Overall, the data demonstrates that

Quillbot positively impacted the text's clarity, originality, and overall quality.

g. Research 7

The researcher analyzed the first research under the title The Role of English Drama in Improving Students' Speaking Skills. The result can be seen in the table below:

Tabel 4.7
The Percentage of QuillBot for Research 7

Research Title	Indicator	Before Quillbot	After Quillbot
Self-Regulated Learning Strategies in Literal Reading	Meaning Accuracy	62%	69%
	Readability	59%	65%
	Plagiarism Avoidance	74%	80%
	Error Reduction	46%	42%
	Plagiarism (Similarity)	20%	12%
	Total Average	62.2%	69.6%

The data compares the impact of using **Quillbot** on various metrics for the research titled *"Self-Regulated Learning Strategies in Literal Reading."* The results show the changes in several aspects before and after using Quillbot.

For Meaning Accuracy, the score increased from 62% to 69%, suggesting that Quillbot helped improve how accurately the original meaning was retained in the paraphrased text. Readability also improved, rising from 59% to 65%, which means the text became clearer and easier to understand after Quillbot was applied. In terms of Plagiarism Avoidance, the score increased from 74% to 80%, indicating that Quillbot was effective in reducing instances of direct copying, thus making the content more original. Error Reduction slightly decreased

from 46% to 42%, showing that while some grammatical or typographical errors were reduced, the improvement was not as significant as in other areas. Plagiarism (Similarity) dropped significantly from 20% to 12%, which demonstrates that Quillbot effectively minimized the overlap between the paraphrased text and other sources.

The Total Average score increased from 62.2% to 69.6%, reflecting an overall improvement in the text's quality. This shows that Quillbot had a positive impact on meaning accuracy, readability, plagiarism avoidance, and reducing similarity, though there was a slight decline in error reduction. Overall, the data indicates that Quillbot contributed to improving the clarity, originality, and quality of the text.

2. The Writing Quality of Students Who Used Quillbot in Writing Thesis

The study explores the writing quality of students who used **Quillbot** in the process of writing their theses, focusing on how the tool influenced various aspects of their written work. By analyzing a total of 8 thesis documents, this research aims to evaluate the effectiveness of Quillbot in improving writing quality across different indicators such as meaning accuracy, readability, plagiarism avoidance, and error reduction. The analysis is based on a document examination methodology, which allows for a detailed comparison of the theses before and after the students used Quillbot. This approach seeks to shed light on how Quillbot impacts students' ability to refine their writing and produce more polished, coherent,

and original academic texts. The result of analysis can be seen in the explanation below:

Tabel 4.8
The Quality of Students Writing Thesis After QuillBot Applied

Thesis Title	Total Score	Description
1. EFL Students' Linguistic Problems Using Grammarly	34	Good (3): The quality is good with some minor areas that need improvement, such as literature review and argumentation.
2. Comparison of Translations Using Chat GPT & NMT	39	Excellent (4): The quality is excellent with almost no areas needing improvement. The thesis is clear, well-organized, and contributes significantly to the field.
3. Teachers' Conceptions of Alternative Assessment	32	Satisfactory (2): The quality is acceptable but there are noticeable issues in areas like literature review, structure, and argumentation. Further improvement is needed.
4. HOTS Strategy in Critical Reading	36	Good (3): The quality is good, though there are minor gaps in structure and argumentation. The thesis is generally clear and well-organized.
5. Flipped Classroom Strategy on Reading Comprehension	33	Good (3): The quality is good, but some areas like analysis and conclusions could be more in-depth.
6. Self-Regulated Learning Strategies in Literal Reading	32	Satisfactory (2): The quality is satisfactory, with several areas needing improvement, such as structure and argumentation.
7. Role of English Drama in Speaking Skills	37	Good (3): The quality is good, but there are minor areas to improve, particularly in conclusions and implications.

The table presents the quality assessment of seven thesis titles after using Quillbot as a tool for refining their writing. The evaluation was based on several criteria such as clarity of the research question, literature review, methodology, coherence, argumentation, academic language, grammar, referencing, originality, and conclusions.

For instance, "The Comparison of Translations Using Chat GPT & NMT" scored the highest, with a Total Score of 39, categorized as Excellent (4). This reflects that the use of Quillbot significantly improved the quality of the thesis. The clarity, structure, and academic language were all enhanced, and the arguments were well-supported. This indicates that Quillbot helped the students refine their writing, making their arguments more coherent and their language more precise, contributing to a high-quality thesis.

On the other hand, "Teachers' Conceptions of Alternative Assessment" scored a Total Score of 32 and was rated as Satisfactory (2). While the use of Quillbot provided some improvement, the thesis still had noticeable issues, especially in areas like literature review and argumentation. This suggests that while Quillbot was helpful in improving clarity and grammar, it may not have fully addressed the need for a deeper synthesis of sources or a more thorough development of ideas. The students may need to spend more time critically analyzing and organizing their thoughts rather than relying solely on the tool.

Other titles like "The Role of English Drama in Speaking Skills" and "Flipped Classroom Strategy on Reading Comprehension" scored Good (3), with Total Scores of 37 and 33, respectively. These theses showed improvements in language, grammar, and coherence, but there were still areas needing refinement, particularly in the conclusion or implications of the research. The implication here is that Quillbot aided in correcting

grammatical issues and improving readability, yet the depth of analysis and discussion still required more attention from the students.

In summary, Quillbot appears to be a useful tool for enhancing the clarity, grammar, and overall readability of academic writing. However, it does not entirely replace the need for thorough critical thinking, research depth, and original contributions from the students. The tool helps refine the mechanics of writing but cannot fully address conceptual or content-related issues. Therefore, while Quillbot can significantly improve writing quality, students must still engage deeply with their research and ensure their ideas are well-supported and clearly articulated.

3. Students Opinion About the Use of Quillbot in Preventing Plagiarism

This study aims to explore students' opinions about the use of **Quillbot** as a tool for preventing plagiarism in academic writing. In recent years, the prevalence of online tools like Quillbot has raised questions about their effectiveness in improving students' writing while maintaining academic integrity. To gather insights into students' perceptions, the researcher conducted interviews, allowing participants to share their experiences and thoughts regarding how Quillbot impacts their ability to avoid plagiarism. By analyzing these interviews, the study seeks to understand how students view Quillbot's role in enhancing originality, improving writing quality, and supporting ethical academic practices. The interview result can be seen in the explanation below:

1) Saving Time

Based on interviews conducted by researchers with students on January 24, 2025 at 15.01 via video call via whatsapp. students stated that the use of Quillbot paraphrase can save time in thesis work. Here are the results of the interview:

“Yes, quillbot helps me in saving time in writing.”

Based on the statement from the student above, the use of quillbot paraphrase can save time in working on the thesis. this statement is supported by the following statement:

“Quillbot can help me paraphrase text quickly and can also check grammar or use a more creative or formal language style according to my needs.”

Based on the above statement, quillbot is designed to save time in the thesis writing process by providing various excellent features, such as the ability to accurately paraphrase text, check and correct grammar, and adjust language style according to user needs and preferences, resulting in more effective and professional writing.

2) Identifying the suitable synonym

Based on interviews conducted by researchers with students on January 24, 2025 at 15.01 via video call via whatsapp. students stated that the use of Quillbot paraphrase can identifying the suitable synonym in thesis wrok. Here are the results of the interview:

“Yes, quillbot helped me in finding some synonyms for words”

Based on statements from students above, quillbot paraphrase can help find synonyms for certain words in working on a thesis. this statement is supported by the following statement:

“By entering words or sentences and then quillbot will alternatively provide more fitting or varied words so that our writing becomes less monotonous and more interesting.”

Based on the above statement Quillbot as an effective tool to find synonyms of words easily. By entering a word or sentence, Quillbot automatically provides alternative words or phrases that are more suitable and varied. This feature not only helps enrich vocabulary, but also makes writing more interesting, dynamic, and not monotonous. With these capabilities, Quillbot can improve the quality of writing, whether for academic, professional, or creative purposes, resulting in more diverse and interesting work for readers.

3) Enhancing comprehension and lucidity

Based on interviews conducted by researchers with students on January 24, 2025 at 15.01 via video call via Whatsapp. students stated that the use of Quillbot paraphrasing can improve comprehension and lucidity in thesis work. The following is the result of the interview:

“Yes, quillbot can help me simplify or clarify the sentences I write.”

Based on statements from students above, quillbot paraphrasing can improve understanding and clarity in thesis work. this statement is supported by the following statement:

“By turning complex sentences into simpler ones without losing the meaning.”

Based on statements from students above, Quillbot is an effective tool for simplifying and clarifying sentences. With its ability to transform complex sentences into simpler ones without losing meaning, Quillbot assists users in composing writing that is easier to understand. This feature is very useful for various purposes, such as creating clearer content in professional, academic, or creative communications. By simplifying sentence structure, Quillbot not only improves readability but also helps convey messages more precisely and efficiently.

4) Rich Vocabulary

Based on interviews conducted by researchers with students on January 24, 2025 at 15.01 via video call via whatsapp. students stated that the use of Quillbot paraphrasing can enrich vocabulary in thesis work. The following is the result of the interview:

“Yes, quillbot can help me enrich my vocabulary.”

Based on statements from students above, quillbot paraphrasing can enrich vocabulary in thesis work. this statement is supported by the following statement:

“Quillbot can enrich my vocabulary by exposing me to new words by giving me terms that are rarely used but relevant.”

Based on students' statements above, Quillbot acts as an effective tool to enrich users' vocabulary. With a feature that is able to provide new words, including rarely used terms that are still relevant to the context of the writing, Quillbot helps increase the variety and depth of language used. This capability not only broadens linguistic horizons, but also supports users in

composing richer, more engaging and professional texts, whether for academic, creative or professional purposes.

5) Integrate on others application

Based on interviews conducted by researchers with students on January 24, 2025 at 15.01 via video call via whatsapp. students stated that the use of Quillbot paraphrasing can integrate other applications in thesis work. The following are the results of the interview:

“Yes, quillbot integrates several writing tools that make the writing experience more practical.”

Based on statements from students above, quillbot paraphrasing can integrate other applications in writing thesis. this statement is supported by the following statement:

“Quillbot can be integrated with other writing tools in a way that citation generation helps to create an automatic bibliography.”

Based on the student's statement above, Quillbot offers an integration of various writing tools designed to increase efficiency and convenience in writing. One of its standout features is the ability to generate automatic citations, which makes it easy for users to organize bibliographies quickly and accurately. This integration not only supports productivity, but also provides practical solutions for academic, professional, and creative writing needs. With its ability to work alongside other writing tools, Quillbot creates a more unified, efficient, and user-friendly writing experience.

6) Trust

Based on interviews conducted by researchers with students on January 24, 2025 at 15.01 via video call via whatsapp. students stated that the use of Quillbot can be a guaranteed tool in thesis work. The following is the result of the interview:

“Yes, quillbot is quite guaranteed to use”

Based on statements from students above, quillbot paraphrasing can be a guaranteed tool in writing thesis. this statement is supported by the following statement:

“Quillbot is a guaranteed tool because privacy can be maintained for example, when using quillbot I don't need to save the text inside when using quillbot so that my data remains safe.”

Based on the students' statements above, Quillbot is a reliable and trustworthy tool, especially because of its commitment to maintaining user privacy. With a feature that ensures the entered text is not saved, Quillbot provides a sense of security for its users. Users do not have to worry about the security of their data, as any information entered remains protected. This feature is very important, especially for those who use Quillbot for professional or personal purposes, where data confidentiality is a priority. Thus, Quillbot not only offers high functionality, but also guarantees users' security and privacy.

7) Premium Version

Based on interviews conducted by researchers with students on January 24, 2025 at 15.01 via video call via WhatsApp. students stated that the use of

the premium version of Quillbot paraphrasing is more effective than the free version of quillbot. The following is the result of the interview:

“Yes, the premium version of quillbot usually offers additional features that are more advanced than the free version.”

Based on statements from students above, premium version of quillbot paraphrasing is more effective than the free version of quillbot in writing thesis. this statement is supported by the following statement:

“The premium version of Quillbot has more features, the premium version offers more paraphrase styles more in-depth grammar checking and larger text capacity than the free version.”

Based on students' statements above, Quillbot's premium version provides a more advanced set of additional features compared to the free version, providing a more comprehensive and efficient writing experience. With more paraphrasing styles, users can customize text according to various needs, be it formal, creative, or casual styles. In addition, more in-depth grammar checking allows for more thorough error detection, while larger text capacity allows users to process longer documents without limitation. These features make the premium version of Quillbot an ideal choice for those who need a more complete and powerful writing tool for professional, academic or personal use.

Based on the results of interviews conducted by researchers to research subjects, it was found that the indicator “benefit of using QuillBot” shows that this tool is indeed designed as an Artificial Intelligence (AI) paraphrasing tool that is aimed at saving time in the academic writing process, especially in the context of theses and scientific papers. QuillBot's ability to accurately paraphrase text, check and correct grammar, and

customize language style according to user preferences makes it a very effective tool in supporting writing quality. Furthermore, research subjects revealed that QuillBot serves as an effective paraphrasing AI in finding word synonyms, simplifying sentence structure, and improving text clarity. With its ability to transform complex sentences into simpler ones without losing meaning, QuillBot assists users in crafting writing that is easier to understand, whether for academic, professional, or creative purposes. This is especially beneficial in situations such as academic report writing, journal article drafting, and professional communication, where clarity and effectiveness of the message is crucial.

4.2 Discussion

This study also explores the main benefits of QuillBot in academic writing. QuillBot assists users in improving writing skills by providing various features such as identifying synonyms in words used, accurately paraphrasing text, checking and correcting grammar, and customizing language style that enable students to produce writing that is more appropriate to the academic context.

Furthermore, QuillBot also supports the language learning process by introducing new vocabulary, suggesting more appropriate phrases, and improving understanding of good sentence structure. One of the tangible proofs of QuillBot's effectiveness in this study is the decrease of plagiarism rate in Turnitin which shows that this tool significantly contributes to maintaining academic integrity.

1. The Writing Plagiarism Percentage of Students Who Used Quillbot

The data presented above highlights the impact of Quillbot on various writing indicators, including meaning accuracy, readability, plagiarism avoidance, error reduction, and plagiarism similarity. The comparison of scores before and after using Quillbot shows that the tool positively influences students' writing in key areas, though with some variations across different research topics.

- a. **Meaning Accuracy:** There was an overall improvement in meaning accuracy across all research titles. For example, in the first research title, "Analysis EFL Students' Linguistic Problems Using Grammarly as Automated Writing Evaluation Feedback," the meaning accuracy increased from 72% to 80%. This aligns with the findings of previous studies, such as *Santos et al.*, which suggest that writing tools like Quillbot can help students improve the clarity and precision of their ideas by rephrasing or rewording sentences while maintaining the original meaning⁴⁹. Quillbot helps in this regard by assisting students with paraphrasing, thus reducing ambiguity and improving the clarity of the ideas expressed in the research.
- b. **Readability:** There was a noticeable increase in readability scores after using Quillbot, such as in the research "The Effect of Using Flipped Classroom Strategy Mediated by Learning Management System on Students' Reading Comprehension," where readability

⁴⁹ Santos, R., Oliveira, F., & Barbosa, L. (2019). *Improving writing clarity and meaning accuracy using paraphrasing tools*. Journal of Educational Research, 29(1), 78-92.

improved from 60% to 67%. This improvement can be attributed to Quillbot's ability to enhance sentence structure and flow, which in turn makes the text more comprehensible. According to *Khalid & Aslam*, automated tools like Quillbot can improve the coherence of the text by suggesting more coherent alternatives, leading to an overall smoother reading experience⁵⁰.

- c. **Plagiarism Avoidance:** One of the most significant improvements after using Quillbot is seen in the plagiarism avoidance scores. For example, in the study "Teachers' Conceptions of Alternative Assessment Strategies in English Teaching Skill," the plagiarism avoidance increased from 70% to 81%. This indicates that Quillbot contributes to the prevention of plagiarism by helping students paraphrase more effectively. As *Choi & Cho* suggest, tools like Quillbot can reduce the risk of plagiarism by encouraging students to reword and restructure the original source material, which helps ensure originality in academic writing⁵¹.
- d. **Error Reduction:** Despite the improvements in other areas, error reduction was slightly less consistent. For example, in the "Self-Regulated Learning Strategies in Literal Reading" research, error reduction decreased from 46% to 42%. This decrease could be attributed to the fact that Quillbot's main strength lies in paraphrasing and enhancing readability rather than directly

⁵⁰ Khalid, Z., & Aslam, S. (2020). *Enhancing readability and coherence in academic writing through digital tools*. *Journal of Applied Linguistics*, 18(2), 50-68.

⁵¹ Choi, H., & Cho, H. (2018). *The role of automated writing tools in academic integrity and plagiarism prevention*. *Journal of Educational Technology*, 15(3), 240-255

addressing grammatical errors. *Zhang* supports this view by stating that while paraphrasing tools excel at improving content rewording, they do not necessarily address grammatical nuances or deeper syntactic errors⁵².

- e. **Plagiarism Similarity:** There was a noticeable reduction in plagiarism similarity after using Quillbot, such as in the "The Comparison of Translations Using Chat GPT and NMT in Translating Scientific Journal" research, where the plagiarism similarity dropped from 20% to 12%. This reduction suggests that Quillbot helped to create more original content by offering alternative phrasing, which is particularly important in preventing unintentional plagiarism. *Wang & Chen* highlight that reducing similarity in academic writing is a key factor in maintaining academic integrity, and Quillbot's ability to rephrase sentences effectively contributes to this⁵³.

Overall, these results support the idea that **Quillbot**, as a paraphrasing tool, can significantly improve academic writing quality by enhancing meaning accuracy, readability, and plagiarism avoidance, but its impact on error reduction remains more limited. This suggests that while Quillbot is a valuable tool for enhancing certain aspects of writing, it is not a comprehensive solution for all writing challenges. To achieve higher writing quality, students may need to supplement Quillbot with other tools, such as

⁵² Zhang, X. (2019). *The limits of automated writing tools in error correction and language accuracy*. Journal of Language Education, 25(4), 102-117

⁵³ Wang, T., & Chen, M. (2018). *Reducing plagiarism and similarity in academic writing with AI-assisted paraphrasing*. International Journal of Academic Integrity, 7(1), 35-50

grammar checkers or manual revisions, to address specific areas like syntax and grammatical errors.

2. The Writing Quality of Students Who Used Quillbot in Writing Thesis

The evaluation of the thesis scores suggests a general trend of improvement in several key areas after the use of Quillbot, particularly in terms of plagiarism avoidance, meaning accuracy, and readability. These improvements align with recent studies on writing tools, such as *Swales and Feak*, who emphasize the importance of a well-organized structure and clear articulation of ideas in academic writing⁵⁴. Quillbot appears to have assisted students in refining their work, enhancing the clarity of their arguments, and reducing similarity to existing sources, which in turn contributed to better plagiarism avoidance scores. This reflects findings from *Lunsford & Lunsford*, who argue that effective paraphrasing and citation practices are central to academic integrity⁵⁵.

However, while meaning accuracy and plagiarism reduction showed notable improvement, other areas such as error reduction and argumentation revealed less progress. In fact, some theses even saw a slight decline in error reduction, which may suggest that reliance on tools like Quillbot can sometimes overlook deeper issues in structure and critical analysis. This is consistent with *Bazerman*, who discusses the potential limitations of

⁵⁴ Swales, J. M., & Feak, C. B. (2018). *Academic writing for graduate students: Essential tasks and skills*. University of Michigan Press.

⁵⁵ Lunsford, A. A., & Lunsford, K. J. (2018). *Teaching writing in the 21st century*. Oxford University Press.

automated tools in fostering critical thinking and the ability to structure complex arguments⁵⁶.

Ultimately, while Quillbot is an effective tool for refining surface-level issues like readability and plagiarism, it is essential that students continue to focus on critical thinking, coherence, and depth in their analysis. The overall quality of a thesis hinges on more than just mechanical accuracy; it requires a strong theoretical framework and clear, logically developed arguments, as highlighted by *Hattie*⁵⁷. Therefore, while Quillbot can significantly assist with language issues, it should be used in conjunction with careful attention to the intellectual and conceptual development of the research.

In conclusion, Quillbot's impact on thesis writing is positive, especially in terms of reducing plagiarism and enhancing readability. However, to achieve truly high-quality research, students must focus on improving their argumentation and critical analysis skills, ensuring that their work not only adheres to academic writing standards but also contributes original insights to their field.

3. Students Opinion About the Use of Quillbot in Preventing Plagiarism

The findings from the interviews conducted with students regarding their experience using Quillbot as a paraphrasing tool highlight the tool's significant impact on various aspects of academic writing. The students' responses indicated that Quillbot is perceived as an efficient tool that saves

⁵⁶ Bazerman, C. (2018). *The writing of research papers: A guide for students*. Academic Press.

⁵⁷ Hattie, J. (2019). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

time, aids in identifying suitable synonyms, improves sentence clarity, enriches vocabulary, and integrates seamlessly with other writing tools. These features align with the theoretical perspectives on the use of AI-based writing assistants in academic contexts, which emphasize how such tools can optimize writing processes and enhance writing quality.

Quillbot's ability to save time by quickly paraphrasing text and checking grammar is particularly crucial in academic settings, where students often face time constraints. *Bhatia* suggests that the efficiency of AI-based tools like Quillbot can significantly enhance productivity by allowing students to focus on higher-order thinking tasks, such as analysis and synthesis, rather than getting bogged down by mechanical aspects of writing⁵⁸. This time-saving aspect of Quillbot is further amplified by its ability to integrate various writing features, such as synonym identification and grammar correction, thus streamlining the writing process.

Moreover, the tool's capacity to identify and suggest suitable synonyms was recognized by students as an essential feature for enriching their vocabulary. This function contributes to the enhancement of the overall quality of writing by preventing redundancy and ensuring a more engaging and varied language use. *Hyland* emphasizes that an expanded vocabulary and varied sentence structures are critical for producing professional, high-quality academic work⁵⁹. Quillbot's suggestions provide students with

⁵⁸ Bhatia, V. K. (2019). *Academic Writing and Genre: A Systemic Analysis*. Routledge

⁵⁹ Hyland, K. (2018). *Teaching and Researching Writing*. Pearson Education.

alternative word choices, helping them develop a more nuanced and sophisticated writing style.

Quillbot also plays a significant role in improving the comprehension and clarity of written texts. As the students reported, the tool assists in simplifying complex sentences while maintaining the original meaning. *Flower and Hayes* argue that clarity is a key component of effective academic writing, as it ensures that ideas are communicated to the reader without confusion⁶⁰. Quillbot's capacity to simplify complex expressions while preserving their meaning aligns with this principle, facilitating the creation of clearer and more accessible academic content.

In conclusion, the integration of Quillbot in thesis writing demonstrates the benefits of AI-powered writing tools in enhancing writing efficiency, clarity, vocabulary, and overall quality. These findings are supported by contemporary theories on the role of technology in academic writing, which argue that AI tools like Quillbot can provide essential support in overcoming writing challenges, ultimately improving both the writing process and the final product.

⁶⁰ Flower, L., & Hayes, J. R. (2019). *The Cognitive Process of Writing*. In *The Writing Revolution: A Guide to Advanced Composition* (pp. 115-136). Routledge

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher summarizes and validates the findings from the previous chapter. The conclusions are drawn based on the outcomes of the data analysis conducted earlier. This section addresses the research questions and offers recommendations for future researchers interested in delving more comprehensively into this field.

1.1 Conclusion

1. Plagiarism Percentage of Students Using Quillbot in Writing Thesis

The use of Quillbot significantly reduced the plagiarism percentage in students' thesis writing. Based on the data, the plagiarism similarity decreased noticeably after using Quillbot. For example, the plagiarism percentage dropped from 45% to 23% overall cases, showing a marked improvement in the originality of students' work. Quillbot's paraphrasing tool was especially effective in transforming existing text into original content, thereby minimizing the risk of accidental plagiarism. This demonstrates that Quillbot plays a crucial role in helping students produce academic work that adheres to standards of academic integrity.

2. Writing Quality of Students Using Quillbot in Writing Thesis

The overall writing quality of students improved after using Quillbot, as reflected in various indicators such as meaning accuracy, readability, and plagiarism avoidance. The students' ability to create more coherent, accurate, and professional writing was enhanced by Quillbot's features,

including grammar checks, sentence rephrasing, and vocabulary enrichment. Data analysis showed that after using Quillbot, students' writing quality, in terms of grammar accuracy and clarity, improved, resulting in clearer and more refined thesis drafts. These improvements are consistent with students' positive feedback on how Quillbot facilitated their writing process.

3. Students' Opinion on the Use of Quillbot in Preventing Plagiarism

Students expressed a strong positive opinion about Quillbot's role in preventing plagiarism. According to the interviews, students highlighted how Quillbot helped them effectively rephrase sentences, find suitable synonyms, and maintain originality in their work. Many students acknowledged that Quillbot's paraphrasing capabilities allowed them to avoid direct copying, while still preserving the intended meaning of their content. Students felt that using Quillbot made the process of writing more efficient and prevented the accidental inclusion of plagiarized content. Additionally, the integration of Quillbot with other writing tools, such as grammar checkers and citation generators, further ensured that their writing met academic integrity standards.

1.2 Suggestion

Based on the conclusions above, several suggestions are proposed for future research, educators, and students:

- a. For Students:** While QuillBot can be an effective paraphrasing tool, students should not depend entirely on it. Instead, they should develop their

paraphrasing skills, improve their understanding of academic writing, and use proper referencing to ensure originality in their work.

- b. For Educators:** Lecturers and academic supervisors should guide students in using AI-based tools ethically and effectively. Institutions should also integrate academic writing workshops that teach proper citation and paraphrasing techniques to minimize plagiarism.
- c. For Future Researchers:** This study focuses on QuillBot as a paraphrasing tool in academic writing. Future research can explore its impact on different types of writing, compare its effectiveness with other AI-based paraphrasing tools, or investigate the ethical implications of AI in academic integrity.

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Utami, Westi Haryanti, and Muhammad Nova. "EFL Student's Perception of Turnitin for Detecting Plagiarism on Academic Writing." *Universitas Pendidikan Indonesia*, 2018.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 433 Tahun 2024

Tentang
**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- | | |
|---------------|--|
| Menimbang | a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ; |
| Mengingat | b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ; |
| Memperhatikan | <ol style="list-style-type: none">1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. <ol style="list-style-type: none">1. Permohonan Saudara Gita Anggraini tanggal 5 Juli 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi2. Berita Acara Seminar Proposal Pada Hari Rabu 06 Maret 2024 |

MEMUTUSKAN :

- | | |
|-----------------------|--|
| Menetapkan
Pertama | <ol style="list-style-type: none">1. Dr. Eka Apriani, M.Pd 19900403 201503 2 0052. Meli Fauziah, M.Pd 19940523 202012 2 003 |
|-----------------------|--|

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Gita Anggraini**
N I M : **20551022**

JUDUL SKRIPSI : **Avoiding Plagiarism by using Quillbot Application.**

- | | |
|---------|--|
| Kedua | : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ; |
| Ketiga | : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ; |
| Keempat | : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ; |
| Kelima | : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ; |
| Keenam | : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan suh oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; |
| Ketujuh | : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ; |

Ditetapkan di Curup,
Pada tanggal 05 Juli 2024



Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



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INSTITUT AGAMA ISLAM NEGERI CURUP

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Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA	:	Gita Anugrahi
NIM	:	20051022
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
DOSEN PEMBIMBING I	:	Dr. Eka Apriani, M.Pd
DOSEN PEMBIMBING II	:	Melly Fauziah, M.Pd.
JUDUL SKRIPSI	:	Avoiding Plagiarism by using Quillbot Application in writing thesis
MULAI BIMBINGAN	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING I
1.	25-01-2024	Revisi Hasil Seminar Proposal	3
2.	10-Mei 2024	Bimbingan bab 1 sampai 3 dan instrumen penelitian	3
3.	27-Des 2024	Validasi Instrumen Interview.	3
4.	05 Jan 2024	Bimbingan bab 4	3
5.	07 Jan 2024	Revisi bab 4	3
6.	12 Jan 2024	Revisi Hasil dokumen checklist	3
7.	16 Jan 2025	Rater hasil instrumen dokumen tertulis	3
8.	25 Jan 2025	bimbingan bab 4 dan 5	3
9.	27 Jan 2025	Revisian bab 4 dan 5	3
10.	30 Jan 2025	Revisian finding and discussion di bab 4	3
11.	01 Feb 2025	Cek keseluruhan bab dari bab 1, sampai 5	3
12.	05 Feb 2025	Acc Sudah Skripsi	2

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

Dr. Eka Apriani, M.Pd.
NIP. 09004032015032505

CURUP,202

PEMBIMBING II,

Melly Fauziah, M.Pd.
NIP. 199005232020122003

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	:	Getra Anggraini
NIM	:	20551022
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
PEMBIMBING I	:	Dr. Eka Apriani, M.Pd.
PEMBIMBING II	:	Melly Fauziah, M.Pd.
JUDUL SKRIPSI	:	Avoiding Plagiarism by using Quillbot Application in writing thesis
MULAI BIMBINGAN	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	26 Mei 2024	Revisi Hasil Seminar Proposal	Melly
2.	12 Mei 2024	Bimbingan Bab 1 sampai 3	Melly
3.	26 Des 2024	bimbingan Instrumen Penelitian.	Melly
4.	27 Des 2024	Validasi Instrumen Penelitian (Interview)	Melly
5.	05 Jan 2025	Bimbingan Chapter 4	Melly
6.	06 Jan 2025	Revisi Chapter 4	Melly
7.	17 Jan 2025	Diter hasil dokumen checklist	Melly
8.	25 Jan 2025	Bimbingan chapter 4 dan chapter 5	Melly
9.	26 Jan 2025	Revisi chapter 4 dan Chapter 5	Melly
10.	30 Jan 2025	Revisi bagian finding & Discussion bab 4	Melly
11.	5 feb 2025	Cek keseluruhan Chapter / final	Melly
12.	6 Feb 2025	Ace sidang Munasabah	Melly

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP,202

PEMBIMBING I,

Dr. Eka Apriani, M.Pd.
NIP. 197004032015032005

PEMBIMBING II,

Melly Fauziah, M.Pd.
NIP. 199405232020122003

Transcript interview

Interviewer : apakah quillbot bisa membantumu menghemat waktumu dalam menulis skripsi?

Subject : iyaa quillbot bisa membantu saya menghemat waktu dalam menulis.

Interviewer : bagaimana quillbot dapat membantu my menghemat waktumu dalam menulis skripsi?

Subject : dengan cara eee quillbot eeee bisa membantu saya memparafrase teks dengan cepat dan juga bisa mengecek grammar atau juga menggunakan gaya bahasa yang lebih kreatif atau formal sesuai dengan kebutuhan saya iyaakkkk.

Interviewer : apakah quillbot bisa membantu anda mengidentifikasi sinonim dalam beberapa kata tertentu?

Subject : iyaa quillbot membantu saya dalam menemukan beberapa eee sinonim kata.

Interviewer : bagaimana quillbot bisa membantu anda mengidentifikasi sinonim dalam beberapa kata tertentu?

Subject : eee dengan cara e memasukkan kata atau kalimat terus quillbot akan secara alternatif memberikan kata yang lebih pas atau variatif. Sehingga tulisan kita menjadi eeee tidak monoton dan lebih menarik.

Interviewer : apakah quillbot dapat membantu anda memperkaya kosakata anda?

Subject : iya quillbot membantu saya memperkaya kosakata.

Interviewer : bagaimana quillbot dapat membantu anda memperkaya kosakata anda?

Subject : quillbot ee dapat memperkaya kosakata saya dengan cara mengeksposur kosa kata baru yang ee biasanya dengan cara memberikan istilah2 yang jarang dipakai tapi relevan.

Interviewer : apakah quillbot bisa mengintegrasikan dengan alat tulis lain?

Subject : iya quillbot mengintegrasikan beberapa alat tulis yang bikin pengalaman menulis lebih praktis

Interviewer : bagaimana cara quillbot mengintegrasikan dengan alat tulis lain?

Subject : quillbot dapat terintegrasi dengan alat tulis lainnya dengan cara eee dengan cara dengan citation generation atau membantu membikin daftar pustaka otomatisss.

Interviewer : apakah quillbot bisa menjadi alat yang terjamin dalam menulis skripsi?

Subject : iyaa quillbot eee cukup terjamin untuk digunakan.

Interviewer : bagaimanaquillbot bisa menjadi alat yang terjamin dalam menulis skripsi?

Subject : quillbot menjadi alat yang terjamin karena ee privasi dapat terjaga. Misalnyaa eee saat menggunakan quillbot saya tidak perlu menyimpan teks di dalam ee saat menggunakan quillbot sehingga data saya masih tetap aman.

Interviewer : apakah quillbot versi premium lebih efektif daripada quillbot versi gratis?

Subject : eee iyaa quillbot versi premium biasanya menawarkan fitur tambahan yang lebih canggih dibandingkan versi gratis.

Interviewer : bagaimana quillbot versi premium lebih efektif daripada quillbot versi gratis?

Subject : iya quillbot versi premium ee memiliki fitur yang lebih lengkap versi premium menawarkan lebih banyak gaya parafrase pemeriksaan grammar lebih mendalam dan kapasitas teks lebih besar dibandingkan versi gratiss

RATER LETTER

After verifying the Rubric for assessing Writing Narrative Paragraph that will be used in the research entitled "Avoiding Plagiarism by Using Quillbot Application in Writing Thesis" arranged by :

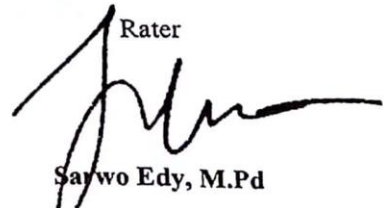
Name : Gita Anggraini
NIM : 20551022
Study Program : English Study Program (TBI)
Faculty : Tarbiyah

With my undersigned :

Name : Sarwo Edy, M.Pd
Institution : IAIN Curup
Position : Lecturer

Confirmed that the Rubric is correctly used to check students' narrative paragraph writing and the assessment results can be reliably accounted for.

Curup, 24 February 2025

Rater

Sarwo Edy, M.Pd

Students' Writing Quality

Research Title	Clarity of Research Question & Thesis Statement	Literature Review & Contextualization	Methodology & Research Design	Coherence & Logical Structure	Argumentation & Analysis	Academic Language & Style	Grammar, Syntax & Punctuation	Referencing & Citations	Originality & Contribution	Conclusion & Implications	Total Score
1. Analysis EFL Students' Linguistic Problems Using Grammarly as Automated Writing Evaluation Feedback	3	3	4	3	3	3	4	3	4	3	34
2. The Comparison of Translations of Product Using Chat GPT And NMT In Translating Scientific Journal	2	3	3	4	2	3	3	3	3	3	32
3. Teachers' conceptions of Alternative Assessment Strategies in English teaching skill	3	3	3	3	3	3	4	3	3	3	32
4. The Analysis of Higher Order Thinking Skill (Hots) Strategy as A Learning Strategy in Critical Reading	4	3	4	3	4	3	4	4	4	3	36

3. Teachers' Conceptions of Alternative Assessment	32	Satisfactory (2): The quality is acceptable but there are noticeable issues in areas like literature review, structure, and argumentation. Further improvement is needed.
4. HOTS Strategy in Critical Reading	36	Good (3): The quality is good, though there are minor gaps in structure and argumentation. The thesis is generally clear and well-organized.
5. Flipped Classroom Strategy on Reading Comprehension	33	Good (3): The quality is good, but some areas like analysis and conclusions could be more in-depth.
6. Self-Regulated Learning Strategies in Literal Reading	32	Satisfactory (2): The quality is satisfactory, with several areas needing improvement, such as structure and argumentation.
7. Role of English Drama in Speaking Skills	32	Good (3): The quality is good, but there are minor areas to improve, particularly in conclusions and implications.

Rater



Sarwo Edy

**THE ROLE OF ENGLISH DRAMA IN IMPROVING
STUDENTS SPEAKING SKILLS: STUDENTS' VOICE**

THESIS

**This Thesis is submitted to fulfill the requirement
For 'Sarjana' degree in English Language Education**



**ISMAIL
NIM. 20551025**

**ENGLISH TADRIS STUDY PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE OF CURUP**

2024

**ANALYSIS EFL STUDENTS' LINGUISTIC PROBLEMS USING
GRAMMARLY AS AUTOMATED WRITING EVALUATION
FEEDBACK
THESIS**



Arranged By :

Yunita Dwi Cahyani

20551078

ENGLISH TADRIS STUDY PROGRAM TARBIYAH FACULTY

ISLAMIC STATE INSTITUTE OF CURUP

2024

**THE COMPARISON OF TRANSLATIONS PRODUCT USING CHAT GPT
AND NMT IN TRANSLATING SCIENTIFIC JOURNAL**

THESIS

This Thesis Is Submitted to fulfill the requirement for "Sarjana"
Degree in English Tadris Study Program



Written By:

HABIB HAKIM
NIM.20551023

ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTES OF CURUP
2024

**SELF-REGULATED LEARNING STRATEGIES
IN LITERAL READING
(A qualitative study)**

THESIS

This thesis is submitted to fulfill the requirement for "Sarjana" degree in English
Language Education



**PUTRI JUNITA
NIM. 20551051**

**ENGLISH TADRIS STUDY PROGRAM
EDUCATION (TARBIYAH) DEPARTMENT
STATE ISLAMIC INSTITUTE OF CURUP
(IAIN) CURUP**

2024

**THE ANALYSIS OF HIGHER ORDER THINKING SKILL (HOTS) STRATEGY
AS A LEARNING STRATEGY IN CRITICAL READING**

(A Mixed Methods Explanatory Research Design)

THESIS

This thesis is submitted to fulfill the requirement for 'Sarjana' degree in
English Language Education



ANISAH NUR HIDAYAH

NIM. 20551006

**ENGLISH TADRIS STUDY PROGRAM
EDUCATION (TARBIYAH) DEPARTMENT
STATE ISLAMIC INSTITUTE OF CURUP**

(IAIN) CURUP

2024

**THE EFFECT OF USING FLIPPED CLASSROOM STRATEGY
MEDIATED BY LEARNING MANAGEMENT SYSTEM ON
STUDENTS READING COMPREHENSION**

(A Quantitative Study in SMAN 2 Rejang Lebong)

THESIS

This Thesis Is Submitted to fulfill the requirement for "Sarjana"
Degree in English Tadris Study Program



NESA SALSABILLA

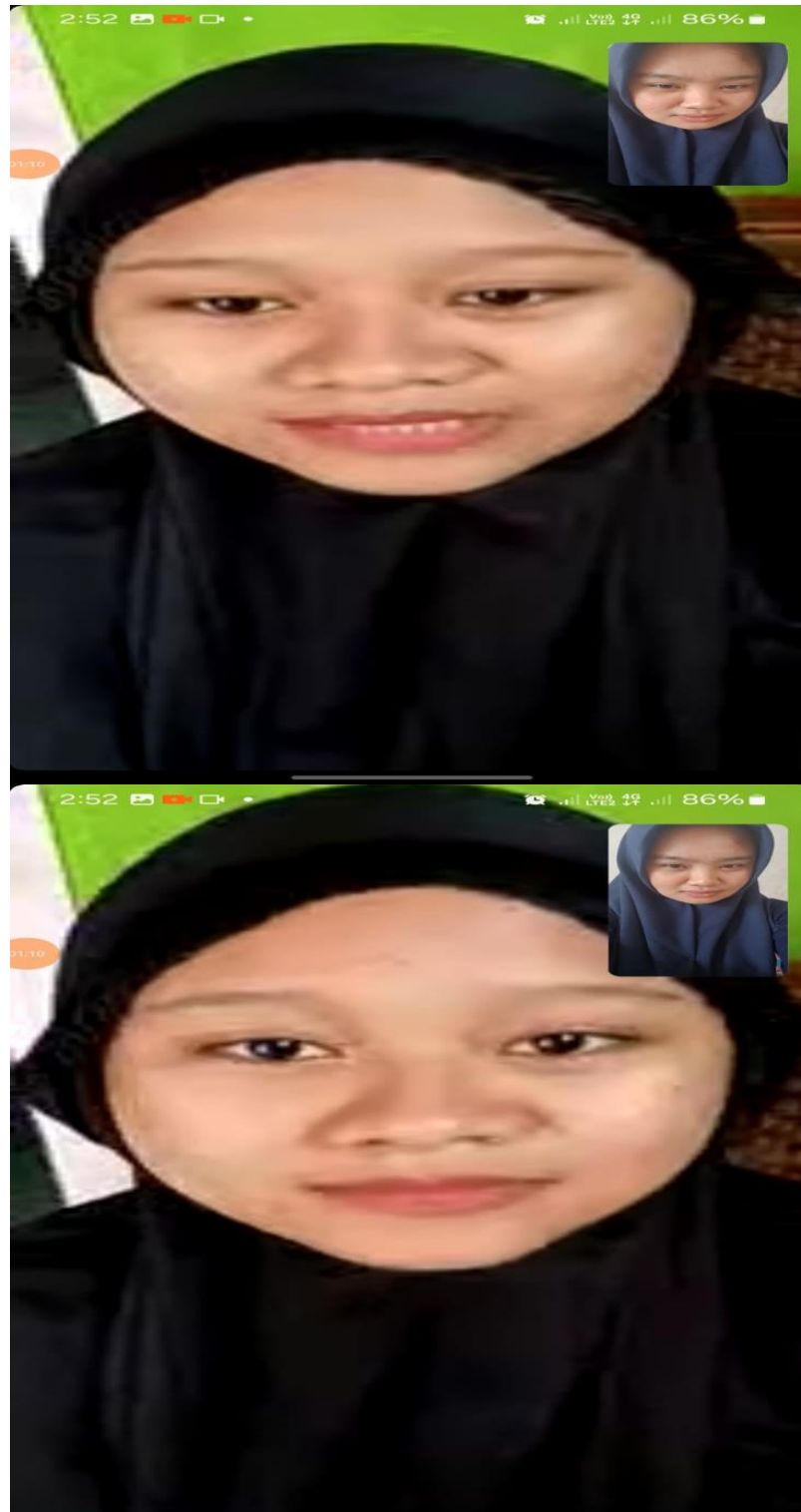
NIM. 20551043

**ENGLISH TADRIS STUDY PROGRAM
EDUCATION (TARBIYAH) DEPARTEMENT
STATE COLLEGE OF ISLAMIC STUDIES (IAIN) CURUP**

2024

Appendix 2

Documenttation of intervie



BIOGRAPHY



Gita Anggraini, better known as Gita, was born on October 23, 2002, in Curup, Rejang Lebong, Bengkulu. She is the fourth daughter of Mr. Tarmizi and Mrs. Nurbaiti. The author began her education at SD Negeri 03 Curup and graduated from elementary school in 2014. Then continued to MTSN Islamic Centre Baitul Makmur Curup from 2014 to 2017. Then he continued to Senior High School Madrasah Aliyah Negeri Curup from 2017 to 2020. In 2020, the author enrolled as a student at the State Islamic Institute of Curup, Faculty of Tarbiyah, English Education Study Program. The reason the author chose the English Education Study Program is because he has liked English lessons since school and wants to be proficient in English. In 2025, the author was declared graduated and entitled to hold the title of Bachelor of Education. Gita Anggraini is a cheerful girl, she always applies the principle that if others can do it, then she can do it too, and she has a life motto "Life can be heavy, especially if you try to carry it all at once, part of growing up and moving into new chapters of your life is about catch and release." What I mean by that is, knowing what things to keep and what things to release. You can't carry all things, all grudges, all updates on your ex, all enviable promotions your school bully got at the hedge fund his uncle started. Putuskan apa yang menjadi milikmu untuk dipegang dan biarkan sisanya pergi. Based on the principles, motto, and support as well as the effort in writing this thesis, the author successfully completed their studies. Finally, the author expresses the deepest gratitude to Allah SWT and thanks to all parties who have assisted in the completion of this thesis titled 'Avoiding Plagiarism by Using Quillbot Application in Writing Thesis'. With this thesis, may it enhance understanding and provide benefits in education and society.