

The Students' Perceptions on Quillbot Platform Usage As A Digital Learning Assistant in English Writing Class

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ABSTRACT

This study aimed to examine students' perceptions of using QuillBot as a digital learning assistant in an English writing class at Bosowa University. The research employed a descriptive qualitative method and involved six third-semester students who were selected through purposive sampling. Data were collected through semi-structured interviews and were analyzed using thematic analysis. The findings revealed that students held positive perceptions of QuillBot, as its features helped improve writing quality, enrich vocabulary, correct grammatical errors, and save time in completing assignments. However, several challenges were also identified, including changes in meaning after paraphrasing, confusion caused by multiple mode options, limited access in the free version, and the potential decline in writing independence. Overall, QuillBot was considered beneficial as a supporting tool, but its use needed to be balanced with independent writing practice to ensure the continued development of students' language skills.

I. Introduction

The rapid development of artificial intelligence (AI) has transformed various aspects of education, particularly in the teaching and learning of writing. Digital learning assistants such as Grammarly, ChatGPT, and QuillBot have become increasingly popular among students for improving grammar, coherence, and paraphrasing in academic writing. These tools not only provide automatic feedback and corrections but also support self-directed learning by allowing students to revise and enhance their texts independently. Among these applications, QuillBot stands out as an AI-based writing platform that offers features like paraphrasing, grammar checking, summarizing, and citation generation, which are widely used to assist students in academic writing tasks [1].

In the context of English as a Foreign Language (EFL) learning, writing is often considered one of the most challenging skills to master. Many students face difficulties in organizing ideas, maintaining grammatical accuracy, and avoiding plagiarism, particularly in academic writing. At Bosowa University, such challenges are common among English Education students who are required to produce academic texts in English. Therefore, integrating digital learning tools such as QuillBot can be highly beneficial in helping students overcome these difficulties. As a digital learning assistant, QuillBot aids students in rephrasing sentences while preserving meaning, enhancing grammatical accuracy, and expanding vocabulary—thus making writing more efficient and less stressful.

Previous studies have demonstrated the educational potential of automated writing tools in supporting language learning. [2] found that AI-based writing tools helped students complete writing tasks faster, expand vocabulary, and organize essays more effectively. [3] reported that such tools improve writing quality, encourage positive attitudes toward writing, and promote language development. Similarly, [4] and [5] emphasized that QuillBot specifically supports students in paraphrasing and reducing plagiarism, which are crucial components of academic integrity. These findings suggest that QuillBot plays an important role not only in improving writing quality but also in enhancing students' learning motivation and confidence.

However, the use of AI tools in writing also raises several concerns. Overreliance on technology may reduce students' critical thinking and independent writing skills [6]. In addition, QuillBot's paraphrasing sometimes produces meaning shifts or context inaccuracies [7], requiring users to manually revise and ensure the accuracy of the final output. Therefore, while QuillBot is an effective

support system in language learning, its usage must be accompanied by critical awareness and active engagement from students.

In addition to technological affordances, the concept of digital learning itself has become central in modern education. Digital tools make the writing process more interactive, flexible, and accessible [8]. In writing classes, these tools provide instant feedback, encourage creativity, and foster learner autonomy [9], [10]. Students who use digital platforms such as QuillBot often express positive attitudes toward learning because they experience writing as a more engaging and less intimidating activity.

Perception plays an essential role in determining how students accept and use educational technology. As [11] explain, perceptions are shaped by internal factors—such as experience, motivation, and emotional attitudes—and external factors such as usability, accessibility, and teacher guidance. Thus, understanding students' perceptions of QuillBot is critical to identifying how this platform contributes to learning outcomes, engagement, and the development of writing competence.

Given this background, the present study aims to explore students' perceptions of the QuillBot platform as a digital learning assistant in English writing classes at Bosowa University. It investigates how students evaluate its usefulness, accessibility, and influence on their writing performance, as well as the potential challenges they encounter while using it. By analyzing these perceptions, the study provides insights into the pedagogical implications of integrating AI-powered writing tools into EFL classrooms and contributes to the ongoing discussion about responsible technology use in higher education.

II. Method

This study employed a qualitative descriptive research design to explore students' perceptions of using the QuillBot platform as a digital learning assistant in English writing classes. The qualitative approach was chosen because it enables the researcher to gain an in-depth understanding of students' real experiences, attitudes, and challenges when integrating AI-based writing tools into their learning process. The participants of this study were six third-semester students from the English Education Department of Bosowa University who had actively used QuillBot in their academic writing. They were selected through purposive sampling based on two criteria: students who were enrolled in an English writing course and had used QuillBot for at least one semester. This ensured that all participants had relevant experience and could provide meaningful insights about the use of the platform.

Data were collected using semi-structured interviews consisting of ten open-ended questions designed to explore students' perceptions of QuillBot, including its usefulness, ease of use, accessibility, and impact on their writing performance. The interviews were conducted individually in both English and Indonesian, depending on the participants' language comfort. Each session lasted approximately 10 to 20 minutes and was recorded with participants' consent. The recordings were then transcribed verbatim to facilitate accurate data analysis.

The data were analyzed using the interactive model proposed by Miles and Huberman, which involves three main steps: data reduction, data display, and conclusion drawing or verification. In the data reduction stage, the researcher selected and focused on information relevant to the study's objectives. The data display stage involved organizing the information into thematic categories that reflected students' perceptions. Finally, in the conclusion drawing stage, patterns and themes were identified, verified, and interpreted to answer the research question. To ensure the trustworthiness of the data, the researcher employed member checking by confirming interpretations with participants and applied triangulation by comparing the results with previous related studies.

III. Results and Discussion

From the interview results, it was found that students expressed a range of perceptions toward the use of Quillbot as a digital writing assistant, which can be grouped into two main categories: benefits and drawbacks. The findings show that while students recognized several advantages of using Quillbot, such as improved writing efficiency, better language quality, and helpful supporting features, they also acknowledged certain limitations and challenges when relying on the tool. The subjects of this research were 3rd-semester students from Bosowa University, and data were collected from six active Quillbot users (JT, SA, AESW, PNAZ, RF, and CAL). This study aimed to investigate students' perceptions of Quillbot in their English writing class, specifically by examining how the tool supports their writing process and what concerns arise from its use. The findings are organized into the two

categories mentioned above, benefits and drawbacks, and are supported by direct quotes from the participants during the interviews.

A. Benefits of Using QuillBot

1) Helpful Features

The focus of these findings is on four main aspects: the variety of paraphrasing modes, the supporting feature Grammar Checker, visual features such as highlight and underline, and the Synonym Slider which gives users high flexibility in adjusting the level of language changes. One of the main benefits highlighted by the participants is the set of helpful features QuillBot offers, particularly the paraphrasing modes and grammar checker. Students perceive these features as not only functional but also supportive in developing confidence when writing. For instance, SA shared: *"Fluency mode is good for making sure my sentences sound natural and have correct grammar, making my writing look more professional."* This demonstrates how QuillBot helps students produce clearer, more polished sentences with ease. Additionally, the grammar checker is considered essential for reducing errors in drafts before submission. AESW stated: *"This feature is very important for cleaning up my drafts from typos and basic grammar mistakes before submission."* Such statements indicate that students rely on QuillBot not merely as a paraphrasing machine, but as a tool that ensures the technical accuracy of their work. Features like highlight and underline also serve as educational aids that help learners identify repeated mistakes and understand language patterns more effectively.

One of Quillbot's strongest advantages is its wide range of paraphrasing modes, which makes it more flexible than many other paraphrasing tools. While most paraphrasers usually generate just one type of output, Quillbot offers several modes such as Standard, Fluency, and Creative that serve different writing needs. These modes help students adjust the tone, sentence flow, and level of creativity in their writing, depending on what their academic tasks require. This flexibility allows students to choose whether they want to keep the original meaning as closely as possible, make the sentence sound more natural, or try a more varied or creative style.

SA explained how helpful the Fluency mode is for producing sentences that sound smoother and more professional.

"Fluency mode is good for making sure my sentences sound natural and have correct grammar, making my writing look more professional."

AESW preferred the Standard mode because it keeps the meaning consistent.

"The Standard mode keeps the original meaning, so I do not have to worry too much about the content changing."

However, SA also noted that some modes, like Creative, can sometimes change the meaning too much.

"Sometimes Quillbot changes the original context or meaning of my sentence, especially if I use the Creative mode."

These results show that Quillbot's multiple modes not only offer more options but also teach students to choose the right tool for the right situation. This is what makes Quillbot stand out from many other paraphrasing apps that offer limited styles and less control.

2) Language Improvement

Another significant benefit is the noticeable improvement in students' language skills as a result of using QuillBot. Although many students first use Quillbot to avoid plagiarism or finish assignments faster, regular use of its features eventually helps them learn grammar, expand vocabulary, and improve the overall flow of their writing. Much of this learning happens indirectly, simply by observing how Quillbot changes and improves their sentences.

One of the clearest forms of improvement is in grammar. Students often learn grammar not by studying rules, but by comparing the sentences they write with the corrected versions produced by Quillbot. JT explained this very clearly when she said,

"I also learn grammar by comparing my sentences with Quillbot's version."

This demonstrates that students understand grammar through real examples rather than memorizing theory. SA had a similar experience, saying that she can understand sentence structure better when she sees how Quillbot changes an incorrect sentence into a correct one. She stated,

"When I see Quillbot changing an incorrect sentence to a correct one, I can see the pattern of the change... using a more appropriate conjunction."

This means Quillbot acts like a practical teacher, showing students how correct grammar works in actual writing. In addition, many students also experience improvement in their vocabulary. Quillbot introduces new words and synonym choices that help students express ideas in a more varied and effective way. JT said that her vocabulary became richer after using Quillbot, explaining,

"Since using Quillbot, I feel that my vocabulary is richer. I have learned many new synonyms that never occurred to me before."

RF also shared that she receives many useful synonym ideas from Quillbot and has started using them in his independent writing,

"I get a lot of good synonym ideas, which I am slowly starting to apply in my independent writing."

PNAZ added that Quillbot helps her produce writing that sounds richer because it offers more word choices,

"Helpful because it shows various new word choices that make my writing sound richer."

The experience show that Quillbot does not only replace words, but also expands students' vocabulary knowledge over time. Students also report that their writing becomes more natural and smooth, especially when they use the Standard and Fluency modes regularly. AESW expressed that her sentences now feel clearer and flow better,

"Compared to before, my sentences now feel smoother and flow better, thanks to my frequent use of the Fluency and Standard mode."

Language improvement also happens through better understanding of sentence structure. By observing how Quillbot rearranges phrases, changes sentence order, or replaces certain words, students learn how to build clearer and more complex sentences. JT shared that she learns how to create better sentences through these changes. Overall, the students' experiences show that Quillbot is not just a paraphrasing tool but also a powerful language learning tool. Through its automatic corrections, synonym variations, fluency, and clear visual feedback, students learn grammar, expand vocabulary, and become more aware of their language use. This learning happens naturally and gradually, helping students grow into more confident, more

knowledgeable, and more skillful academic writers. In this way, Quillbot serves not only as a writing assistant but also as a learning companion that supports long-term language development.

3) Time Efficiency

QuillBot also provides significant time-saving benefits, especially during tight deadlines. Students find the tool particularly useful when they need to finish assignments quickly. With busy schedules, tight deadlines, and multiple assignments, students need tools that help them work faster and more effectively. Quillbot provides this support by speeding up many parts of the writing process, such as paraphrasing, fixing grammar, and improving sentence quality. As a result, students can finish their assignments more quickly without lowering the quality of their writing. JT clearly explained that time efficiency is the main reason he uses Quillbot when deadlines are approaching. She explained,

"I find it most necessary to use Quillbot when the deadline is tight and I need to quickly finish my writing."

The sentence refer that Quillbot works not only as a writing assistant but also as a time-saving tool that becomes essential when students need to complete tasks quickly. The fast paraphrasing and automatic corrections help students produce acceptable writing in a much shorter time compared to writing everything manually. SA also felt that Quillbot makes the revision process much faster and easier. She shared,

"I can revise and improve the quality of the language in a much shorter time."

This illustrates how Quillbot reduces the time students usually spend correcting grammar or searching for better vocabulary. Because of this, they can focus more on developing ideas, analyzing sources, and organizing arguments rather than spending extra time fixing basic language issues. Moreover, AESW mentioned how Quillbot helps reduce both time and mental effort. She stated,

"Quillbot is effective in completing my assignments because it reduces my mental load. I don't have to stress too much about grammar and word variations, so I can put more energy into research and analysis."

This indicates that time efficiency is not only about working faster, but also about reducing cognitive strain. When students do not have to constantly struggle with grammar or sentence structure, they can use their time more effectively for higher-level thinking and content development. Another factor that speeds up the writing process is Quillbot's easy accessibility. Students can use it anytime and anywhere without installing anything. RF shared this experience by saying,

"The accessibility is very easy because the website is always available."

This convenience allows students to work quickly because they can start paraphrasing or editing immediately just by opening their browser. They do not need to switch between apps or wait for programs to load, which saves a lot of time especially during urgent moments. Overall, the time efficiency offered by Quillbot comes from several combined factors: fast paraphrasing output, built-in grammar checking without switching apps, visual highlights that make changes easy to understand quickly, synonym slider that adjusts changes instantly, and paraphrasing modes that reduce the need for heavy rewriting. All these elements work together to create a writing process that is faster, simpler, and more effective. In other words, Quillbot helps students reduce writing time, stay focused on the content of their assignments, and access tools quickly

without leaving the platform. This makes it a highly efficient tool for completing academic tasks within limited time while still maintaining good writing quality.

B. *Drawbacks of Using QuillBot*

1) *Meaning Inaccuracy*

Despite its usefulness, QuillBot sometimes produces paraphrases that deviate from the original meaning. This problem is consistently reported across participants. Quillbot can quickly change sentence structure, the paraphrased result does not always keep the original message fully accurate. JT, for example, explained that she has found several paraphrased sentences that do not match her intended meaning, so she must check them manually to make sure the meaning stays consistent. She said,

“Sometimes, the paraphrasing result changes the sentence's original meaning.”

Students expressed that although Quillbot helps speed up the writing process, it does not always produce semantically accurate paraphrased sentences. JT added that to avoid meaning shifts, she often has to compare the original sentence and the paraphrased version one by one, which means she still needs to be actively involved in revising the text to keep the message clear. SA shared a similar experience. She said that sometimes the paraphrased sentences sound too stiff and not fully accurate in meaning. She explained,

“Sometimes the results are not totally perfect; occasionally, the meaning shifts a bit.”

This refers that even though Quillbot can help make sentences look more formal or varied, the tool does not always understand the full context, so the meaning can change without the student noticing. SA added that she needs to be careful when choosing paraphrasing modes because some modes, especially Creative mode, tend to change the sentence too much from the original context. She mentioned that in some cases, the paraphrase creates a new meaning she did not intend, so she has to correct it manually. In addition, AESW also mentioned that Quillbot's paraphrasing sometimes loses certain nuances from the original sentence. She explained that although the Paraphraser is helpful for avoiding plagiarism, the results sometimes feel too general or too simple. She said,

“Sometimes, the results feel too generic and lose the nuance I intended.”

Her statement reveals that Quillbot not only changes the structure but can also remove important details or subtle meanings from the text. This becomes a problem in academic writing, where accurate meaning is very important, especially when students summarize theories or explain research findings. Besides the two students mentioned earlier, AESW also explained that Quillbot's paraphrasing sometimes loses certain nuances from the original sentence. She shared that even though the Paraphraser is very helpful for avoiding plagiarism, the results can feel too general or not as accurate as she needs. She said,

“Sometimes, the results feel too generic and lose the nuance I intended.”

The evidence shows that meaning inaccuracy is not only experienced by certain users but also by students who have higher academic demands and need to maintain detailed and nuanced writing. Students like AESW often feel that Quillbot does not fully capture the intended meaning of complex sentences, especially those containing abstract ideas or technical terms. She also explained that using the synonym slider sometimes makes the problem worse, because the more variations it provides, the more likely the original meaning will shift. She added that she must adjust the paraphrased sentence again to match her writing purpose, especially in theoretical or argumentative sections where the meaning must remain accurate.

Other students such as CAL and RF also experienced similar challenges in keeping meaning accurate. CAL explained that when she uses Quillbot for major assignments like her final project, she often finds paraphrased sentences that do not match her writing style or intended meaning, so she needs to edit them manually. She said,

"The paraphrasing results are quite helpful but often feel unnatural... sometimes the results sound stiff or too formal."

Meanwhile, RF shared that some paraphrased results feel too simple and lack depth, especially when she needs complex academic sentences. She explained,

"Since I use the free version, I often feel the results are not very deep. The changes are sometimes too simple, and I still have to manually fix them."

These sentences show that meaning inaccuracy happens not only because Quillbot misunderstands context, but also because the paraphrasing process sometimes oversimplifies the content. Overall, the experiences of CAL and RF show that students still need to check and edit paraphrased sentences manually to make sure the meaning does not drift away from their academic intention.

2) Cognitive Confusion

Some students experience cognitive confusion due to the abundance of paraphrasing options and inconsistent results. Although Quillbot provides many tools designed to support writing, the abundance of options such as multiple paraphrasing modes, synonym levels, and various suggested outputs can sometimes overwhelm students. This cognitive burden occurs especially when students must choose the best paraphrasing result, evaluate the accuracy of meaning, or adjust the writing style to suit their academic needs. Instead of feeling more efficient, some students find themselves spending extra time trying to decide which version to use or how much they should edit, leading to confusion rather than clarity. A clear example of this cognitive confusion can be seen in AESW's experience. She explained that having too many paraphrasing options made her feel unsure about which result was the best to choose. She stated,

"A difficulty I've experienced is too many paraphrasing options, which actually confuses me. Sometimes I spend too long just trying to choose the best version, even when my time is limited."

The statement reflects a moment where the variety of features although designed to give flexibility, actually becomes a source of cognitive overload. Instead of helping her work more efficiently, the large number of choices demanded more mental effort and decision-making, especially when deadlines were tight. Cognitive confusion also appears when students struggle with meaning shifts caused by certain paraphrasing modes. SA mentioned that some modes, such as Creative mode, often change the meaning of sentences too much, making her uncertain about the accuracy of the result. She shared,

"My main difficulty is that sometimes Quillbot changes the original context or meaning of my sentence, especially if I use the Creative mode."

This confusion forces students to double-check the output and compare it with the original text to ensure the meaning is still correct. Although this step is necessary, it creates extracognitive work that can interrupt their writing flow. Similarly, JT reported that he sometimes becomes confused when the paraphrasing result shifts the meaning of his sentence. She explained,

"Sometimes, the paraphrasing result changes the sentence's original meaning. So, I always compare the paraphrased result with the original sentence."

This indicates that the tool, while helpful, does not always produce consistent results, requiring students to engage in repeated evaluation. This process increases cognitive load because students must analyze not only the wording but also the accuracy of the message. Another

contributing factor to cognitive confusion is the limitation of the free version, which forces students to break long paragraphs into smaller parts. CAL mentioned,

"I cannot process a full paragraph at once. So, I have to cut the text up because the limited access in the free version."

This process can disrupt the logical flow of the writing and create confusion when students must reconnect the sentence pieces later. RF also experienced similar challenges, stating that cutting text into small chunks often affects the consistency of the paragraph. This fragmentation adds an extra mental task, as students must keep track of context and ensure coherence after the paraphrasing process. Overall, cognitive confusion emerges not because Quillbot is difficult to use, but because its wide range of features combined with the need for accuracy and meaning preservation requires students to make constant decisions. Too many paraphrasing options, meaning shifts in certain modes, and the limitations of the free version all contribute to mental overload during the writing process. Although students benefit greatly from Quillbot, these challenges show that the tool may also introduce extra cognitive demands, especially for learners who are still developing their writing skills. This highlights the importance of using Quillbot strategically, selecting suitable modes, and maintaining active critical thinking rather than relying on the tool entirely.

3) Access Limitation

Students using the free version of QuillBot reported significant limitations regarding available modes and character limits. Many students explained that the free version restricts their experience because not all features can be used, especially paraphrasing modes they need for academic purposes. For example, modes like Formal, Academic, or Creative are locked, so they can only rely on the Standard mode. PNAZ clearly expressed this problem, saying,

"Limited paraphrasing modes so I can't access some modes, even though they are important for formal assignments."

This expression shows that students feel they cannot get the full benefit of the application because the features they consider important are not available unless they subscribe to the premium version. This situation makes it difficult for them to produce academic writing that requires certain stylistic variations, especially when working on official reports, formal essays, or research summaries.

Aside from the locked modes, students also face another issue: the word limit for each use. This forces many students to break their text into several small parts, which not only takes more time but also disrupts their flow of thinking. RF described this experience by saying,

"I cannot process long paragraphs all at once. I have to break the text up..."

This response illustrates that students cannot work efficiently because the paraphrasing process becomes repetitive. When the text is too long, they have to copy and paste paragraph by paragraph, which takes longer than if the application could process the whole text at once. RF also mentioned that this often slows down her progress when deadlines are near because she needs extra time just to adjust the text length to match the web's limits. CAL also supported this finding by emphasizing that the limitations of the free version significantly slow down her writing process. She explained that she cannot process long paragraphs when working on her final project, which requires handling large amounts of text. She said,

"I have to cut the text up because the limited access in the free version."

The statement highlights that students who work on large-scale assignments or need to process many academic sources have to work twice as hard because of these technical limits. CAL also mentioned that if she does not split the text correctly, the paraphrased result often sounds disconnected or less coherent because each part is processed separately. Other students, such as AESW and JT, also explained that access limitations like word limits and locked modes often force them to do manual checking or revise their work again after processing the text.

4) Reduced Writing Independence

Several students expressed concerns that overusing Quillbot might reduce their independence in writing, especially when they start relying on the tool to build or fix almost every sentence in their academic tasks. This concern appears because even though Quillbot can speed up the writing process and improve language quality, there is a risk that students may lose the chance to practice writing on their own and to sharpen their critical thinking skills. SA is one of the students who clearly understands this potential risk. SA said,

"If I use Quillbot to write every sentence from beginning to end, then my independent writing ability will weaken. I will become dependent and lazy to think."

This sentences demonstrate that SA understands the benefits of Quillbot but is also aware that uncontrolled use can make him too comfortable relying on the tool, which might slowly reduce his basic skills in forming sentences, choosing vocabulary, and organizing paragraphs. RF also shared a point of view that supports this finding. Even though he does not feel strongly dependent on the tool, he noticed that many other students might lose their writing independence if they use Quillbot without limits. She said,

"Quillbot is just a paraphrasing specialist, not a complete writing solution. So my dependency is split across several tools..."

This indicate that while RF uses several tools instead of only one, she still understands that depending too much on a single writing tool can hinder natural writing development. In other words, students may feel helped in the short term but lose the chance to practice forming ideas and sentences on their own in the long term. In addition to SA and RF, other students also showed behavior patterns that relate to reduced writing independence. For example, AESW admitted that she often uses Quillbot to check her final sentence revisions and depends on the tool to ensure her sentence structure is correct. She mentioned that Quillbot "reduces my mental load," which means the tool helps lighten her thinking process. Even though this is a positive benefit, it also indicates that students who are too comfortable with this help may become less trained in writing without technological support. CAL also said that she often uses Quillbot as her main step to avoid plagiarism and improve sentences, showing that the tool has become a key part of her writing process. If this dependence is not controlled, students may feel that writing without Quillbot is more difficult and uncomfortable, which pushes them to rely on the tool as the foundation of their writing.

The findings of this study show that students perceive QuillBot as a supportive digital tool that significantly helps them in academic writing. They benefit from its paraphrasing modes, grammar support, synonym suggestions, and visual features that make revision easier. These results align with previous research stating that QuillBot improves paraphrasing skills, enhances clarity, and supports language learning [12]. Students' testimonies also strengthen this conclusion. For example, JT explained, *"Since using Quillbot, I feel that my vocabulary is richer. I have learned many new synonyms that never occurred to me before."* This evidence highlights that the tool helps students internalize new vocabulary through repeated exposure. RF similarly reported, *"I get a lot of good synonym ideas, which I am slowly starting to apply in my independent writing."* These experiences illustrate that QuillBot contributes to incidental

language learning, making students more aware of vocabulary variety in academic writing. Another important aspect found in the research is the improvement of sentence flow and structure. Students stated that QuillBot helps them produce clearer and more coherent writing. AESW noted, *“Compared to before, my sentences now feel smoother and flow better, thanks to my frequent use of the Fluency and Standard mode.”*

Their awareness of sentence organization is also strengthened by how QuillBot rearranges phrases. JT explained, *“I notice how it moves phrases or uses better words. This helps me understand how to make better sentences, especially more complex ones.”* These statements support the idea that digital tools like QuillBot help learners develop structural awareness and improve syntactic complexity skills essential for academic writing growth.

Time efficiency is another major theme discussed by participants. Students frequently highlighted how QuillBot helps them complete assignments faster, especially when deadlines are tight. For example, JT stated, *“I find it most necessary to use Quillbot when the deadline is tight and I need to quickly finish my writing.”* This suggests that QuillBot plays a functional role not only as a writing assistant but also as a time-management support tool, helping students meet academic demands more effectively. SA further supported this by saying, *“I can revise and improve the quality of the language in a much shorter time.”* These findings align with [13] discussion on time management challenges faced by students in higher education, showing that digital tools can help reduce cognitive load and streamline writing tasks.

However, the study also reveals significant challenges associated with the use of QuillBot. Some students reported that certain modes, such as Creative Mode, sometimes change the meaning of their original sentences. SA mentioned, *“Sometimes Quillbot changes the original context or meaning of my sentence, especially if I use the Creative mode.”* This aligns with [7] warning that excessive reliance on AI tools may lead to misinterpretations if students do not fully understand the content they paraphrase. Therefore, while QuillBot is useful, students must still review each result critically to maintain message accuracy and avoid meaning distortion. Another limitation identified by the students is the risk of over-reliance on AI tools. Some participants expressed concern that using QuillBot too frequently might reduce their confidence in writing independently. This issue reflects broader scholarly concerns, as [6] argue that depending on AI tools may weaken critical thinking and slow down the development of students' original writing skills. Therefore, while QuillBot provides undeniable benefits, it should be treated as a supportive resource rather than a replacement for writing competence. Students must maintain a balance between leveraging digital assistance and practicing autonomous writing.

Although students generally perceived QuillBot as a helpful writing assistant, the findings indicate that they also demonstrated an emerging awareness of responsible use. Several participants explicitly acknowledged that QuillBot should function as a supporting tool rather than a complete replacement for their own writing efforts. For instance, SA stated that excessive use could weaken independent thinking, suggesting an implicit understanding of ethical and pedagogical boundaries in AI-assisted writing. The findings also reveal a complex relationship between QuillBot usage and students' learning autonomy. On one hand, students reported that QuillBot helped them become more confident writers by reducing grammatical anxiety and providing alternative lexical choices. On the other hand, several participants expressed concern about potential dependency if QuillBot were used excessively. SA's reflection that constant reliance could make students “lazy to think” illustrates an important tension between supported autonomy and dependency. This suggests that QuillBot may initially enhance autonomy by enabling students to revise independently, but without reflective use, it may hinder deeper cognitive engagement over time.

The findings also reveal that QuillBot helps students overcome various writing challenges commonly experienced in academic settings. As [14] point out, students often struggle with organizing ideas and expressing thoughts clearly in writing. The students' experiences in this study confirm this, as many expressed that QuillBot helps them simplify complex sentences and

build more coherent arguments. In addition, [15] emphasize the role of language proficiency in academic writing, noting that limited vocabulary and grammar frequently create obstacles. In this study, students addressed such difficulties by using tools like Grammar Checker and Synonym Slider, which support both clarity and accuracy. QuillBot provides meaningful assistance in academic writing, supporting vocabulary growth, sentence fluency, grammar accuracy, and time efficiency. However, it also emphasizes the importance of mindful use. Students must remain active participants in the writing process to avoid dependence and meaning distortion. The integration of QuillBot into the writing classroom should therefore be accompanied by instructor guidance to ensure ethical use and balanced learning. When applied responsibly, QuillBot can serve as a powerful writing partner that strengthens students' linguistic awareness and enhances their academic performance.

Although the study focuses on students' perceptions, the findings carry important pedagogical implications for educators. The reported benefits and drawbacks indicate that QuillBot should be pedagogically mediated rather than freely adopted without guidance. Students' confusion over multiple paraphrasing modes and meaning shifts suggests a need for explicit instruction on strategic tool use. Educators can mediate QuillBot use by positioning it as a revision and learning tool rather than a content generator. For example, students may be guided to use QuillBot after drafting their own texts, followed by reflective comparison activities that encourage them to analyze changes in grammar, vocabulary, and sentence structure. Such practices help maintain students' cognitive engagement while still benefiting from AI assistance. Furthermore, instructor guidance is essential to reinforce academic integrity and responsible AI adoption. By discussing ethical boundaries such as avoiding full-text generation and ensuring meaning preservation, educators can help students balance technological support with independent learning.

IV. Conclusion

This study examined students' perceptions of using QuillBot as a digital learning assistant in an English writing class. The results show that students generally viewed QuillBot as a helpful tool that improves writing clarity, accuracy, organization, vocabulary variety, and grammar awareness. Features such as paraphrasing modes, the Grammar Checker, the Synonym Slider, and visual indicators supported more efficient writing and reduced the time needed for revisions, especially under tight deadlines. However, several challenges also emerged, including meaning inaccuracy, cognitive confusion caused by multiple paraphrasing options, limited access in the free version, and concerns about declining writing independence due to overreliance on the tool. Overall, the study concludes that QuillBot is valuable for supporting academic writing when used responsibly and with proper guidance. While the tool enhances writing quality and language awareness, it should complement not replace students' independent writing practice.

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