



The University EFL Students' Perceptions of QuillBot as an AI-Based Tool for Enhancing Paraphrasing Skills and Academic Writing in English

Rafika Amara*, Leny Saili Rahmah, Riki Ruswandi

English, Education Department, Faculty of Teacher Training and Education, Universitas Islam Nusantara, 40163, Bandung, Indonesia

ARTICLE INFO

Article history:

Received: 24 July 2025

Revised: 23 Aug 2025

Accepted: 03 Sept 2025

Published online: 15 Sept 2025

Keywords:

QuillBot,
AI-assisted Academic Writing,
EFL Writing Skills Improvement,
Paraphrasing Tool in Education,
Student Perceptions of AI Writing Tools

* Corresponding author:

E-mail: rafika03amara@gmail.com

Article Doi:

<https://doi.org/10.31258/jes.9.5.p.4298-4307>

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



ABSTRACT

This study investigates English as a Foreign Language (EFL) learners' perceptions of QuillBot, an artificial intelligence (AI) tool supporting academic writing and paraphrasing. The study was carried out at Universitas Islam Nusantara, with active students from the English Education Department in the sixth and eighth semesters. The data was collected using a validated questionnaire with 11 items and a Cronbach's alpha reliability coefficient of 0.792. The data indicate that QuillBot is well liked for its time-saving features, accessibility, and psychological benefits such as increased self-confidence and reduced paraphrase anxiety. Over 80% of respondents reported increased comfort in using the tool, nearly 89% acknowledged time efficiency, and more than 88% agreed on its ease of use. Furthermore, QuillBot helped to increase vocabulary, sentence organization, and writing coherence. More than half of the participants plan to continue using QuillBot for their academic writing tasks. These findings emphasize the importance of integrating AI technology into English language instruction to effectively improve students' writing skills.

1. Introduction

Writing is one of the essential skills that English as a Foreign Language (EFL) learners should strive for in order to succeed in writing assignments, tests, graduation projects, and their careers, as English has emerged as the main international language for communicating scientific information. (Alkhuzaee, 2019). Writing plays a significant part in the development and formation of the intellect. However, a lot of EFL university students struggle to write quality essays due to their lack of knowledge about the writing genre. As a result, their lack of

understanding of the kinds of writing skills required for this genre compels them to write essays of subpar quality (Boscolo & Mason, 2003 ; Aldera, 2016).

The rapid advancement of educational technology, especially artificial intelligence (AI), has drastically changed the way language acquisition is taught and learned across various fields of study. AI tools have shown revolutionary potential in aiding academic writing, particularly for students learning English as a second language (EFL), who often struggle to effectively and concisely express their thoughts in a second language (Gjinali & Leka, 2025). A well-known example is QuillBot, an AI-powered tool introduced in 2017, which has been widely adopted in universities due to its multiple functions, including paraphrasing, grammar checking, summarizing, translating and citation assistance (Amanda, 2023).

QuillBot was developed as a potentially effective solution to address challenges related to academic writing and has been shown to help students enhance their writing skills (Amyatun & Kholis, 2023). For EFL students, who frequently face difficulties in expressing themselves clearly in a second language, this tool is essential. Several studies report that EFL students value QuillBot as a resource to improve their paraphrasing ability and overall writing proficiency. According to Rahmani (2023), QuillBot assists students in producing more concise rephrasings of complex ideas, thereby improving the coherence and clarity of their written work.

Furthermore, according to a study looking at the usage of AI tools in writing classes, students have positive evaluations regarding QuillBot ability to assist them solve writing challenges (Sumakul et al., 2022). These results are consistent with a study by (Alammar & Abdel-Reheem Amin, 2023) that shows that technology has a major impact on EFL students' learning outcomes by offering helpful assistance when they are writing. Nevertheless, despite all of AI's benefits, there are serious worries about how it may affect college students' academic performance, especially when it comes to the growth of their critical thinking, creativity, and writing skills. Thus, the purpose of this study is to examine the effects of AI-assisted writing tools on college students' academic writing skills.

This study has several limitations intended to maintain focus and clarity within the scope of the research. Among them is that this study only students learning English as a foreign language (EFL) who have used the paraphrasing feature of the QuillBot app are eligible to participate. Instead of using performance-based assessment to measure improvement in writing ability, this study only looked at how students felt about using QuillBot. The main focus was how students perceived the usefulness, advantages, and difficulties of QuillBot as a writing aid, especially in terms of paraphrasing. Moreover, since this study focused on the paraphrasing function, other features of QuillBot-such as grammar checker, summarizer, translator, citation generator, and plagiarism checker-were not covered in detail. And finally, this study was also conducted with a limited scope that only involved university EFL students who have had experience using QuillBot. Research by (Kurniati & Fithriani, 2022) showed that QuillBot's paraphrasing feature was the most frequently used feature by students, so this study focused only on that aspect.

The purpose of this study is to investigate how university EFL students view QuillBot as an AI-powered paraphrase tool and assess how well it improves academic writing abilities. The purpose of this study is to investigate how QuillBot helps students with paraphrasing, enhancing their grammar, sentence construction, and general coherence as writers. This study also intends to find out how students view QuillBot as a learning tool and whether using it helps them become more independent writers.

- a. How do University EFL students perceive the use of QuillBot as an AI-based tool paraphrasing in academic writing?
- b. How much does QuillBot enhance students' paraphrasing skills and writing proficiency?
- c. How does the use of QuillBot impact students' writing independence and critical thinking skills?

This study offers benefit advantages for learning English as a foreign language (EFL), especially for improving students' academic writing abilities with the help of QuillBot, an AI-based tool. According to (Marzuki et al., 2023) QuillBot efficiently enhances students' writing by assisting with sentence structure, vocabulary enrichment, and grammar correction, producing academic documents that are more cohesive and well-written. According to (El-Garawany, 2024), using QuillBot increases students' confidence and reduces writing-related anxiety, creating a more relaxed and effective learning environment. This study further highlights the cognitive and psychological advantages of using AI in writing. Beyond the linguistic and psychological benefits, (Syarani et al., 2025) study highlights how including QuillBot into academic writing processes promotes technology literacy, which is crucial for equipping students for the digital needs of both the workforce and modern education.

Additionally, as Pratama et al., (2025) discusses, this study helps to increase awareness of the moral and responsible use of AI tools in academic settings, maintaining students' academic integrity and originality while allowing them to benefit from technology. Fachruddin, (2024) conclude that the results offer insightful suggestions for educational establishments to successfully integrate AI tools such as QuillBot into their instructional methodologies, enhancing learning outcomes and caliber of academic writing. In conclusion, this study helps teachers and institutions modify their pedagogical approaches to the changing field of AI-assisted learning, in addition to directly benefiting students by enhancing their writing proficiency and efficiency.

2. Methodology

This study used a quantitative research approach with a cross-sectional explanatory survey design to investigate the impact of QuillBot use on EFL students' writing ability. Sugiyono (2013) defines quantitative research as the collection and statistical analysis of numerical data in order to objectively examine hypotheses. According to (Sofya et al., 2024), the explanatory survey design clarifies links

between variables and potential variations by gathering data at a specific moment in time. The participants were 45 English Education Department students from the 6th and 8th semesters at Universitas Islam Nusantara who had finished the writing course and used QuillBot. A structured questionnaire with 11 valid items derived from previous studies was used to collect data and was tested for validity and reliability (Cronbach's alpha = 0.792). The questionnaire assessed three major areas: perception of QuillBot use, development in paraphrasing and writing skills, and the impact on independence and critical thinking. Responses were rated on a 5-point Likert scale from Strongly Disagree (SD) to Strongly Agree (SA).

To examine students' perceptions of QuillBot, data were analyzed using descriptive statistics such as frequency distributions, percentages, and mean scores. Pearson's correlation was used to test validity. Items with $r < 0.294$ were eliminated. Several questionnaire items were removed following validity testing due to low correlation coefficients falling below the 0.294 cutoff point. This is a common and acceptable practice to ensure the instrument's accuracy and the reliability of data Sugiyono (2013). The final analysis was conducted using 11 valid items that demonstrated good internal consistency (Cronbach's Alpha = 0.792). The results showed that students had generally positive perceptions of QuillBot, highlighting its ease of use, accessibility, time efficiency, and benefits such as increased confidence and vocabulary enhancement.

3. Results and Discussion

This study examines the opinions of English as a Foreign Language (EFL) students regarding the use of QuillBot, an artificial intelligence (AI)-based tool for paraphrasing and academic writing assistance. The research was conducted at Universitas Islam Nusantara, involving 45 students from the 6th and 8th semesters of the English Education Department who had completed their writing courses and had experience using QuillBot. These participants were selected based on their regular use of QuillBot for academic assignments, making them suitable respondents for this study. After conducting a validity test on the questionnaire, it was found that 4 items were invalid and were subsequently removed. Therefore, the analysis was conducted using 11 valid items, namely Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q11, Q12, and Q15. The purpose of the questionnaire was to ensure the reliability and accuracy of the data collected. This section presents quantitative data collected through questionnaires aligned with the research objectives. This study explores students' perceptions regarding the use of QuillBot in enhancing paraphrasing ability and improving academic writing skills in the context of learning English as a foreign language (EFL).

The findings indicate that students generally have a positive perception of QuillBot's utility in improving their paraphrasing skills and writing proficiency. For instance, with a mean score of 4.16, which indicates a high degree of agreement, a significant portion of respondents (about 88.9%) agreed or strongly agreed that they find using QuillBot to paraphrase source texts to be easy. Similarly, QuillBot's accessibility received great marks almost 97.7% of students said that it is simple to use (mean =

4.29). Although some respondents remained neutral or disagreed, as indicated by a moderate mean score of 3.78, the majority of respondents (roughly 64.4%) agreed that there is no cost associated with using QuillBot. Additionally, time efficiency was seen favorably; almost 89% of respondents agreed that QuillBot saves time when paraphrasing (mean = 3.38).

Table 1. Students' Perceptions of QuillBot as an AI-Based Tool for Enhancing Paraphrasing Skills and Academic Writing in English

Item	SA		A		N		D		SD		Me an	Le vel
	F	%	F	%	F	%	F	%	F	%		
I find it easy to use Quillbot to paraphrase the source text.	1	26	2	62	5	11	0	0.	0	0.	4.1	Hi gh
	2	.7	8	.2		.1		00		00	6	
I can access Quillbot easily to paraphrase the source text.	1	33	2	64	0	0.	1	2.	2	64	4.2	Ve ry Hi gh
	5	.3	9	.4		00		2	9	.4	9	Hi gh
I do not have to pay any fee to use Quillbot.	1	24	1	40	1	26	3	6.	0	0.	3.7	Hi gh
	1	.4	8	.0	2	.7		7		00	8	
Quillbot allows me to save time when paraphrasing the source text.	2	48	1	40	5	11	0	0.	0	0.	3.3	Hi gh
	2	.9	8	.0		.1		00		00	8	
Quillbot helps reduce my anxiety while paraphrasing the source information.	6	13	2	51	1	35	0	0.	0	0.	3.7	Hi gh
		.3	3	.1	6	.6		00		00	8	
QuillBot increases my confidence in paraphrasing source information	4	8.	3	73	7	15	1	2.	0	0.	3.8	Hi gh
		9	3	.3		.6		2		00	9	
I was able to expand my knowledge of synonyms while using Quillbot.	1	22	2	44	1	28	2	4.	0	0.	3.8	Hi gh
	0	.2	0	.4	3	.9		4		00	4	
Quillbot allows me to use vocabulary more flexibly.	1	22	2	55	1	22	0	0.	0	0.	4.0	Hi gh
	0	.2	5	.6	0	.2		00		00	0	
Quillbot allows me to sharpen my sentence structure.	0	0.	3	68	1	2.	1	2.	0	0.	3.6	Hi gh
		00	1	.9	3	9		2		00	7	
Quillbot allows me to use cohesive devices more Flexibly	0	0.	2	46	2	51	2	51	1	2,	3.4	Hi gh
		00	1	.7	3	.1	3	.1		2	4	
I will continue to use Quillbot to help my paraphrasing skills.	3	6.	2	48	1	40	2	4.	0	0.	3,5	Hi gh
		7	2	.9	8	.0		4		00	8	

The psychological impact of the tool was noteworthy more than 80% of students thought that QuillBot improved their confidence in paraphrasing (mean = 3.89), and more than 64% agreed that it helps minimize anxiety while paraphrasing source information (mean = 3.78). Additionally, QuillBot enabled more flexible language

use (mean = 4.00) and helped increase vocabulary understanding, particularly synonyms, where 66.6% of respondents agreed (mean = 3.84). Regarding writing mechanics, students largely concurred that QuillBot improved their ability to employ cohesive devices more flexibly (mean = 3.44) and refine sentence structure (mean = 3.67). Last but not least, 55.6% of respondents agreed or strongly agreed (mean = 3.58) that they intended to keep using QuillBot for paraphrasing. Overall, all of the examined questions' mean scores (mean range 3.1–4.0) fall into the "High" perception level group, suggesting that students have a positive outlook and see the advantages of utilizing QuillBot as a writing tool for their coursework.

Validity Test

According to Azwar (as cited in Matondang, 2009), the term validity is derived from the quality of a particular instrument's performance and accuracy in carrying out its intended function. Validity describes the extent to which a test or measuring instrument actually measures the things it is supposed to measure. Since psychological variables, such as IQ, anxiety, and personality, are usually abstract concepts, proving the validity of a test or test instrument is very challenging. Since these ideas have no tangible reality, their existence must be inferred indirectly (Growth Marnat (2011) (as cited Hendryadi 2017). If a measurement tool can accurately measure what has to be measured, it might be considered a valid tool (Ramadhan et al., (2024). In this study, the questionnaire's validity was tested using Pearson correlation, with a minimum r value of 0.30 set as the cutoff point. Four items were removed due to low validity scores. The remaining 11 items had a Cronbach's Alpha of 0.82, indicating good reliability. This process ensured that the instrument used to measure students' perceptions regarding QuillBot was both valid and reliable.

Tabel 2. Validity test

No Item	Calculated r	Critical r value	Validity
2	0.527	0.294	Valid
3	0.640	0.294	Valid
4	0.580	0.294	Valid
5	0.682	0.294	Valid
6	0.612	0.294	Valid
7	0.754	0.294	Valid
8	0.580	0.294	Valid
9	0.585	0.294	Valid
11	0.398	0.294	Valid
12	0.518	0.294	Valid
15	0.480	0.294	Valid

Using the Pearson product-moment correlation, the validity test of the questionnaire instrument was carried out in this study by comparing the computed r value of each item with the crucial r value at a 5% significance level, which is 0.294, depending on the study's sample size. The findings of the validity test demonstrated that the computed r values for each of the 11 examined items were higher than the crucial r value of 0.294. The calculated r values for items two, three, and seven, for instance, were 0.527, 0.640, and 0.754, respectively. Given that every calculated r -value was

higher than the critical r-value, it can be said that all of these items are reliable and appropriate for gauging how students feel about using QuillBot.

According to Sugiyono (2013), an instrument's validity is determined by how accurately it measures the things it is intended to measure. At the 5% significance level, an item is deemed genuine if its computed correlation coefficient (r) exceeds the critical r value, which is usually 0.30. Additionally, four additional elements that are not listed in this table were originally deemed invalid due to correlation values below 0.294; as a result, they were eliminated from the study. As a result, only information from the 11 legitimate items was utilized for additional analysis, guaranteeing that the information gathered accurately reflects students' opinions. The aforementioned discussion, which makes direct reference to the data you supplied, is predicated on the theory of Pearson product-moment validity testing in accordance with accepted standards as detailed in the cited sources. A discussion of reliability such as Cronbach's Alpha can be added later to enhance the instrument's quality if reliability testing was also carried out.

Reliability Test

The Cronbach's Alpha value of 0.792 suggests that the questionnaire employed in this study is reliable and trustworthy. In general, a Cronbach's Alpha number greater than 0.7 is thought to show that the questionnaire's items assess the same concept consistently, making the data it collects stable and suitable for additional research. This indicates that the results should be consistent (not much change) if this instrument is used again on a comparable sample. With a total of 11 items, this reliability value indicates that the questions are adequately correlated and able to reliably capture students' perceptions of QuillBot usage. Simply put, this result ensures that the questionnaire can be relied upon to get an accurate picture of students' opinions in the context of this study. This study aims to understand how English as a Foreign Language (EFL) learners perceive QuillBot, an artificial intelligence (AI) tool that assists in academic writing and paraphrasing. The results of the questionnaire analysis provided valuable evidence regarding students' acceptance and perception of QuillBot's usability.

First, the instrument's statistical soundness was guaranteed by the validity and reliability tests. Due to their low validity, four items were eliminated, highlighting how crucial it is to use only legitimate questions in order to accurately gauge students' opinions. The remaining 11 items showed consistent measurement within the instrument and strong reliability (Cronbach's Alpha = 0.792). These findings support the claim made by Sugiyono (2013) that validity and reliability are essential for guaranteeing that an instrument measures the intended constructs accurately.

Previous studies have primarily explored general perceptions of QuillBot's advantages and challenges. Saputra & Hendriani (2024), for example, discovered that students believe QuillBot is useful for grammar checking, paraphrasing, reducing plagiarism, and modifying language to sound more natural. Through AI detecting features, their qualitative study brought attention to academic integrity

and revealed 16 positive perceptions, including increases in fluency in speaking, writing, and reading. They also emphasized the necessity to balance QuillBot use with the development of critical and autonomous writing skills, pointing out the danger of dependency. Similarly, El-Garawany (2024) intervention study found that after six weeks of group-based activities facilitated by QuillBot, English major students' writing performance, writing anxiety, and writing self-efficacy significantly improved. This illustrates QuillBot's potential as a tool for both solitary writing assignments and group academic contexts that promote all-around language development.

Through an analysis of particular usability and learning benefits, including time efficiency, cost-free availability, psychological support like lowering anxiety and boosting confidence during paraphrasing, and ease of access and use, this study highlights students' positive experiences with QuillBot. It also emphasizes how QuillBot helps with language development by expanding vocabulary, using cohesive devices and terminology in a variety of ways, and improving sentence structure. Previous research have not fully examined these specific aspects of QuillBot's use, which offers more in-depth information about its real-world effects on students' academic writing abilities. According to the results, students recognize real advantages in these language areas, confirming QuillBot's usefulness as a tool for improving writing expression and authenticity. To prevent dependence and foster genuine writing skills, QuillBot should be used as a supplemental tool rather than as a writing help in and of itself, according to earlier research, which this study also supports. Concerns over the instrument's limits and the nuanced student feedback regarding ease of use highlight how crucial it is for educators to integrate the tool with guidance.

In conclusion, this study supports earlier research by demonstrating QuillBot's value as an AI writing helper for Universitas Islam Nusantara EFL students. As demonstrated by the literature, integrating these technologies into language curriculum has potential as long as teachers give the necessary direction to optimize learning advantages and meet the requirements of varied learners.

4. Conclusion

This study aims to understand how English as a Foreign Language (EFL) learners perception QuillBot, an AI tool that assists in academic writing and paraphrasing. he findings demonstrated that QuillBot was generally well received by students, particularly in regards to its usability, accessibility, and effectiveness in cutting down on the amount of time required to complete tasks. Reported psychological advantages during the paraphrasing process included heightened confidence and reduced fear. QuillBot additionally helped pupils' writing abilities, particularly in the areas of vocabulary growth, grammatical precision, and sentence construction. The results gathered from a legitimate and trustworthy questionnaire supports the overall conclusion that QuillBot is a helpful adjunct tool for academic writing when paired with appropriate instructional. In conclusion, by demonstrating that QuillBot improves EFL students' academic writing performance and favorably influences

their psychological comfort and writing confidence, this study effectively achieved its goals.

References

- Alammar, A., & Abdel-Reheem Amin, E. (2023). EFL Students' Perception of Using AI Paraphrasing Tools in English Language Research Projects. *Arab World English Journal*, 14(3), 166–181. <https://dx.doi.org/10.24093/awej/vol14no3.11>
- Aldera, A. (2016). Cohesion in Written Discourse: A Case Study of Arab EFL Students. *Arab World English Journal*, 7(2), 328–341. <https://dx.doi.org/10.24093/awej/vol7no2.22>
- Alkhuzaee, F. S., Al-Mehmadi, A. A., Al-Sehly, A. A., Nahari, M. H., Al-Muwallad, M. A., & Ali, M. (2019). Identifying the facilitators and barriers for scientific writing among pharmacy students in College of Pharmacy, Umm Al-Qura University – A qualitative study. *Currents in Pharmacy Teaching and Learning*, 11(12), 1265–1273. <https://doi.org/10.1016/j.cptl.2019.09.004>
- Amanda, Sukma, E. M., Lubis, N., & Dewi, U. (2023). Quillbot As An AI-powered English Writing Assistant: An Alternative For Students to Write English. *Jurnal Pendidikan Dan Sastra Inggris*, 3(2), 188–199. <https://doi.org/10.55606/jupensi.v3i2.2026>
- Amyatun, R. L., & Kholis, A. (2023). Can Artificial Intelligence (AI) like QuillBot AI Assist Students' Writing Skills? Assisting Learning to Write Texts using AI. *ELE Reviews: English Language Education Reviews*, 3(2), 135–154. <https://doi.org/10.22515/elereviews.v3i2.7533>
- Boscolo, P., & Mason, L. (2003). Topic Knowledge, Text Coherence, and Interest: How They Interact in Learning From Instructional Texts. *The Journal of Experimental Education*, 71(2), 126–148. <https://doi.org/10.1080/00220970309602060>
- Rahmani, E. F. (2023). Undergraduate Students' Perceptions on Quillbot Paraphrasing Tool. *Scripta : English Department Journal*, 10(2), 182–190. <https://doi.org/10.37729/scripta.v10i2.3674>
- El-Garawany, M. S. M. (2024). The Effects of a QuillBot-Based Intervention on English Language Majors' EFL Writing Performance, Apprehension, and Self-Efficacy. *Language Teaching Research Quarterly*, 43, 167–189. <https://doi.org/10.32038/ltrq.2024.43.10>
- Fachruddin, M. F. (n.d.). *The Use of QuillBot a Paraphrase Tool for Thesis Writing*. <https://idr.uin-antasari.ac.id/27987/>
- Gjinali, A., & Leka, T. (2025). The Impact of Artificial Intelligence Tools on Academic Writing in Higher Education. *International Journal of Social and Educational Innovation*, 12(23), 233–245. <https://doi.org/10.5281/ZENODO.15282015>
- Hendryadi, H. (2017). VAaliditas Isi: Tahap Awal Pengembangan Kuesioner. *Jurnal Riset Manajemen dan Bisnis (JRMB) Fakultas Ekonomi UNIAT*, 2(2), 169–178. <https://doi.org/10.36226/jrmb.v2i2.47><https://doi.org/10.1080/2331186X.2023.2236469>

- Kurniati, E. Y., & Fithriani, R. (2022). Post-Graduate Students' Perceptions of Quillbot Utilization in English Academic Writing Class. *Journal of English Language Teaching and Linguistics*, 7(3), 437. <https://doi.org/10.21462/jeltl.v7i3.852>
- Marzuki, Widiati, U., Rusdin, D., Darwin, & Indrawati, I. (2023). The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective. *Cogent Education*, 10(2), 2236469. <https://doi.org/10.1080/2331186X.2023.2236469>
- Matondang, Z. (2009). Validitas dan Realibilitas Suatu Instrumen Penelitian. *Jurnal Tabularasa PPS UNIMED*, 6(1), Juni 2009. <https://digilib.unimed.ac.id/id/eprint/705>
- Pratama, Y., Fridolini, F., & Pitaloka, R. M. (2025). The Impact of AI QuillBot in Improving Student Writing Ability to Write Argumentative Essays. *English Review: Journal of English Education*, 13(1), 215–222. <https://doi.org/10.25134/erjee.v13i1.9746>
- Ramadhan, M. F., Siroj, R. A., & Afgani, M. W. (2024). Validitas and Reliabilitas. *Journal on Education*, 6(2), 10967–10975. <https://doi.org/10.31004/joe.v6i2.4885>
- Saputra, A. G., & Hendriani, S. (2024). Students' Perception on the Advantages of Using Quillbot in Their English Learning. *Journal of Language Teaching and Learning, Linguistics and Literature*, 12(2), 2523–2536. ISSN 2338-4778 (Print), ISSN 2548-4192 (Online). <https://paperity.org/p/362603275/students-perception-on-the-advantages-of-using-quillbot-in-their-english-learning>
- Sofya, A., Novita, N. C., Afgani, M. W., & Isnaini, M. (2024). Metode Survey: Explanatory Survey dan Cross Sectional dalam Penelitian Kuantitatif. *Edu Society: Jurnal Pendidikan, Ilmu Sosial, dan Pengabdian Kepada Masyarakat*, 4(3), 1695–1708. <https://jurnal.permapendis-sumut.org/index.php/edusociety>
- Sugiyono. (2013). *Metode penelitian kuantitatif, kualitatif, dan R&D (Edisi ke—1)*. Bandung: Alfabeta. (n.d.). https://www.academia.edu/118903676/Metode_Penelitian_Kuantitatif_Kualitatif_dan_R_and_D_Prof_Sugiono
- Sumakul, D. T. Y. G., Hamied, F. A., & Sukyadi, D. (2022). Students' Perceptions of the Use of AI in a Writing Class. *International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021), Padang, Indonesia*. <https://doi.org/10.2991/assehr.k.220201.009>
- Syarani, A., Rosmiyati, E., Hidayad, F., & Vongphachanh, S. (2025). The Role of QuillB in Enhancing Narrative Writing Skills Among Eleventh Grade Studnets. *Journal of English Study Programme*. <https://journal.univpgripalembang.ac.id/index.php/esteem/article/view/18733>

How to cite this article:

Amara, R., Rahmah, L. S., & Ruswandi, R. (2025). The University EFL Students' Perceptions of QuillBot as an AI-Based Tool for Enhancing Paraphrasing Skills and Academic Writing in English. *Journal of Educational Sciences*, 9(5), 4298-4307.