



# AN INVESTIGATION INTO EFL STUDENTS' PERCEPTIONS OF UTILIZING AI FOR PARAPHRASING IN ACADEMIC ENGLISH WRITING CLASS

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## Abstract

The purpose of this research is to find out how the EFL Students' perceptions of using AI Paraphrasing Tool and the factors influencing the EFL Students' perceptions of using AI Paraphrasing Tool in Academic English Writing Class at the Eighth Semester of English Language Education Study Program South Tapanuli Education Institute. The informants of this research consist of 15 students. The researcher uses purposive sampling technique to get the subjects or informants. The data was obtained by distributing the questionnaire and interviewing for the informants. It is found that the result of the EFL Student's perceptions of using AI Paraphrasing Tool in Academic English Writing Class at the Eighth semester of the English Language Education Study Program of the South Tapanuli Education Institute is positive category. The researcher found that the mean score of Strongly Disagree categories (10.3%), Disagree (18%), Neutral (29%) and Agree (20.3%), Strongly Agree (22.3%). Furthermore, the result of factors influencing the EFL Students' perceptions of using AI Paraphrasing Tool in Academic English Writing Class in Academic English Writing Class at the Eighth semester of English Language Education Study Program South Tapanuli Education Institute is external factors more dominant than internal factors. A part of seven factors (Smith (1945), in this study, during the interview process, researchers found that there were other factors that influenced students in making decisions about using AI Paraphrasing Tool, it is a factor of cost.

**Keywords :** EFL Students' Perceptions, QuillBot AI Paraphrasing Tool, Academic English Writing Class

## 1. INTRODUCTION

Academic writing is a crucial genre in higher education, requiring students to master grammar, paraphrase, and cite sources. Key conventions include outlining, summarizing, and paraphrasing. Paraphrasing is a challenging aspect, but students are using technological tools like artificial intelligence to overcome pressure and support their viewpoints. These tools help students understand and use the universal language of English.

Artificial intelligence (AI) is revolutionizing education by enhancing teaching methods and student learning, one of AI assistants, such as the QuillBot AI Paraphrasing Tool. These tools aid in understanding the topic and can be used to improve writing skills. QuillBot offers



features such as paraphrasing, summarizing, grammar checks, and plagiarism checks, which help students' improve their sentence structure and enhance their writing learning process.

A study conducted at the 8th<sup>year</sup> of the English Education Study Program at South Tapanuli Education Institute revealed that out of 22 students, 15 used QuillBot as a tool for completing assignments, particularly in summarizing, checking for plagiarism, checking grammar, and paraphrasing. The researchers aimed to understand students' perceptions and views on using QuillBot in Academic English Writing Classes. The researchers discussed students' perceptions and factors influencing their use of QuillBot in academic writing courses, as it will help improve the quality of writing learning in higher education.

Based on the explanation above, the researcher wanted to know how EFL students perceive the QuillBot AI Paraphrasing Tool and what factors influence their perceptions in Academic English Writing Class. Then, researchers were interested in conducting research entitled "**EFL Students' Perceptions of Using Quillbot AI Paraphrasing Tool in Academic English Writing Class at the Eighth Semester of English Language Education Study Program South Tapanuli Education Institute 2023/2024 Academic Year**".

There are many previous research related to this research, are:

1. Kurniati (2022) has a research with the title "Post-Graduate' Perception of QuillBot Utilization in Academic English Writing Class. This study investigates how post-graduate students view QuillBot as a digital tool for English academic writing. In investigating, the Post-graduate as a respondent positively used QuillBot to assist them in improving the quality of writing.
2. Syahnaz (2023) on the title "Utilizing Artificial Intelligence -based Paraphrasing Tool in EFL Writing Class: A Focus on Indonesian University Students ' perceptions . more positive benefits for students writing quality.
3. Alammar et all (2023) "EFL Students' perceptions of Using AI Paraphrasing Tools in English Language Research Projects. During the investigation, showed they view them as useful tools that have a significant impact on their academic writing process .

## 2. RESEARCH METHOD

This study uses a qualitative approach to investigate the perceptions of EFL students using the AI paraphrasing tool in Academic English Writing Class. The object of research is that the researcher wanted to know the perceptions of EFL students in using the QuillBot AI paraphrasing Tool in the Academic English Writing Class, the focus was to find out how EFL students perceive the use of the QuillBot AI Paraphrasing Tool and the factors that influence EFL Students' perceptions using the QuillBot AI Paraphrasing Tool. Meanwhile, the subjects and informants of the research were the eighth semester of the South Tapanuli Education Institute's English Language Education Study Program, which consisted of 15 students using purposive sampling as the technique.

The research was collected the data through observation, interviews, and questionnaires. Furthermore, triangulation of source and technique was used to check the data. Then to analyze the data, the researcher used Miles and Huberman's method, they are: data reduction, data display, and conclusion drawing or verification.



### 3. RESULTS AND DISCUSSION

#### a. EFL Students Perception of Using AI Paraphrasing Tool in Academic English Writing Class

The data that answered the first question was collected through the questionnaire that was distributed by the researchers, who found that the respondents were required to answer the questionnaires to provide their perception of using AI Paraphrasing Tool in English Academic Writing. 15 students from the Eighth Semester completed the section on perception on the AI Paraphrasing Tool. The researcher found that EFL students' perceptions of using the AI Paraphrasing Tool in English Academic Writing fell into the positive category. It is supported by the percentage of Strongly Disagree (10.3%), Disagree (18%), Neutral (29%), Agree (20.3%), and Strongly Agree (22.3%).

#### b. Factors Influence the EFL Students' Perceptions of Using AI Paraphrasing Tool in Academic English Writing Class

The study collected data from 15 English Language Education students at the South Tapanuli Education Institute using Smith's (1945) theory of perception, which is influenced by internal factors such as needs, personality, and experience, and external factors such as size, intensity, frequency, and status. The researcher found that, external factors were more dominant than internal factors. And from these factors, it is found that size factor is more dominant than others. In another opinion, researchers also found another factor which is different from Smith's theory, that is the factor of cost.

The study analyzed EFL students' perceptions of using the AI Paraphrasing Tool in Academic English Writing Class. The results showed that the students' perceptions were positive, with a mean score of Strongly Disagree (10.3%), Disagree (18%), Neutral (29%), Agree (20.3%), and Strongly Agree (22.3%). Factors influencing the EFL students' perceptions external factors are more dominant than internal factors.

Kurniati (2022) and Syahnaz (2023) conducted studies on the use of QuillBot in Academic English Writing Classes. Kurniati's research found that postgraduate students positively viewed QuillBot as a tool for improving writing quality. Syahnaz's study focused on Indonesian university students, revealing that QuillBot offers three benefits: improving content, reducing grammatical errors, and enhancing language use in manuscripts. Both studies highlight the benefits of using AI paraphrasing tools for academic writing, particularly in English courses.

### 4. CONCLUSION

Based on the research in Chapter IV, the researcher describes the conclusion as follows:

1. The result of the EFL student's perception of using AI Paraphrasing Tool in Academic English Writing Class at the Eighth semester of the English Language Education Study Program at South Tapanuli Education Institute is positive. The researchers found that the mean scores of Strongly Disagree (10.3%), Disagree (18%), Neutral (29%), Agree (20.3%), and Strongly Agree (22.3%).
2. The result of factors that influence the EFL students' perceptions of using AI Paraphrasing Tool in Academic English Writing Class at the Eighth semester of the English Language



Education Study Program at South Tapanuli Education Institute . Researchers found that, external factors are more dominant than internal factors.

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