

UNDERGRADUATE STUDENTS' PREFERENCE AND PERCEPTIONS OF QUILLBOT AND GRAMMARLY FOR PARAPHRASING TOOLS

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Abstract: Several investigations have studied how using *Grammarly* and *QuillBot* as paraphrase tools affects EFL students' writing and attitudes. However, students' preferences and perceptions regarding paraphrasing students' writing still seem few and have yet to be explored. This research aimed to determine which paraphrasing tools undergraduate students prefer to paraphrase their writing. This study used a qualitative case study approach. Questionnaires and in-depth interviews were used to investigate students' preferences as data collection tools. Fifteen students were selected by purposive sampling and were administered an online questionnaire. Then, students participated in in-depth interviews and obtained further information from an online questionnaire. The writer then analyzed the data using frequency and thematic analysis. The findings reveal that 67% of students prefer *QuillBot* over *Grammarly* for three reasons. First, they consider *QuillBot* to be an easy-to-access and time-saving tool. Second, *QuillBot* is a paraphrasing tool with various features that help students to paraphrase their writing. Third, *QuillBot* helps students avoid plagiarism and keep the originality of their writing. However, *Grammarly* also received highmarks because it uses proper grammar when paraphrasing students' writing. Therefore, incorporating these two paraphrasing tools will make the students' writing operation more efficient and convincing.

Keywords: *paraphrasing tools; QuillBot; Grammarly; undergraduate student; paraphrase*

INTRODUCTION

Paraphrasing tools have grown in popularity in English as a Foreign Language (EFL), becoming commonly used tools for improving language competency and assisting learners in expressing concepts with greater clarity and diversity, as evidenced by several studies. EFL learners, in particular, face challenges in paraphrasing and often rely on online tools for assistance. Studies have shown that paraphrasing tools can help students overcome difficulties in academic writing and improve their language development. Arizena and Mayasari (2021) found that 68.45% of their participants were already familiar with paraphrasing and used various sources to learn about paraphrasing. Students consider the paraphrasing tool to be a beneficial technique, particularly in academic writing, to avoid plagiarism.

One of the Automated paraphrasing tools students commonly utilize to paraphrase their

writing is *QuillBot*. According to Arizena and Mayasari (2021), three computer scientists, David Silin, Anil Jason, and Rohit Gupta, founded *QuillBot* in 2017. Since then, they have continuously enhanced the product's quality and added new features. *QuillBot* is employed by writers, bloggers, students, and business leaders worldwide. Join the more than 50 million users of *QuillBot* to write more effectively, quickly, and clearly (Kurniati & Fithriani, 2022). Many empirical studies have shown its advantages in helping students and academics write with exceptional accuracy and evaluation speed. (Fitria, 2022).

Like *QuillBot*, *Grammarly* is a software students use to paraphrase their writing. There are two versions: a free edition and a paid one. The free account offers only a few functions that cover primary language usage, punctuation, and word spelling. More capabilities, such as contextual spelling, vocabulary recommendations, and

plagiarism detection, are available with premium edition. Dewi, (2022) define *Grammarly* as a grammar-checking tool designed to enhance the quality of writing. It goes beyond spotting and fixing mistakes; it also aids in paraphrasing sentences. This software helps refine the accuracy and clarity of written content by suggesting sentences, style adjustments, and error corrections. *Grammarly* supports writers in making professional writing through its wording and style enhancement recommendations. The *Grammarly* Paraphrasing Tool is a helpful feature that can assist writers in rewording sentences and paragraphs. It is designed to help the writer express the same ideas in different words while maintaining the original meaning. This tool is valuable for improving the originality of writing and avoiding plagiarism. Because of its easy-to-use design and smooth integration, and a popular option for writers. It is excellent not just at proposing synonyms but also at rearranging sentences and improving readability in general. Additionally, the incorporation of a plagiarism detector guarantees that the modified text maintains its genuine originality.

According to some research, *QuillBot* has a positive impact on paraphrasing. Students view *QuillBot* as a valuable tool for improving their academic writing skills and overcoming difficulties paraphrasing source texts (Syahnaz & Fithriani, 2023; Xuyen, 2023). Not only *QuillBot*, *Grammarly* also one of paraphrasing tools used by students. *Grammarly* can be used to avoid plagiarism by checking for spelling and grammatical errors in research papers. Therefore, students use *Grammarly* as a tool for paraphrasing. *Grammarly* is often only accessible as a grammar checker. Lazic et al., (2020) stated that some students generally have positive attitudes toward this tool and find it helpful in paraphrasing, summarizing, and synthesizing. This statement is supported by research conducted by Ponera & Stephen Madila (2024) Some students used the *Grammarly* AI tool for language manipulation, such as editing, paraphrasing, and grammar checking. *Grammarly* has unveiled a new tool, namely paraphrasing the text

Several studies have examined *QuillBot* and *Grammarly's* efficiency as writing assessment tools for paraphrasing. However, these two methods still need to be addressed in Indonesian EFL. In most cases, comparative research on *QuillBot* and *Grammarly* for paraphrasing is disregarded. Moreover, Ginting & Fithriani, (2022) peer evaluation (PE) and automated writing evaluation (AWE) are essential for understanding

students' preferences and perspectives on these two modes of evaluation. This helps determine the preferred method of EFL learners to demonstrate the quality of their English academic writing. Enables the determination of the method favored by EFL learners to showcase the quality of their English academic writing.

Based on the explanation above, each study examined these two paraphrasing tools separately. This study will specifically examine which paraphrasing tools students prefer to use and how students perceive *QuillBot* and *Grammarly*. Ultimately, this study will help EFL students paraphrase by ensuring they know which tool they need to produce good-quality writing. To achieve this goal, the following research questions guided this study: (1) How do students prefer to use *QuillBot* or *Grammarly* to paraphrase their writing? (2) What are students' perceptions of using *QuillBot* and *Grammarly* as paraphrasing tools?

METHOD

This research uses Baxter & Jack, (2015), who stated that a qualitative case study is a research approach that facilitates the exploration of a phenomenon within its context using various data sources. This ensures that the issue is not explored through one lens but through various lenses, allowing multiple facets of the phenomenon to be revealed and understood. Participants in this study were 15 Indonesian students majoring in English language education. In this case, the criterion the selected participants needed to fulfill was their familiarity with *QuillBot* and *Grammarly* for paraphrasing. This study uses two data collection techniques: a questionnaire and an in-depth interview. Questionnaires were given with closed questions on a 5-point scale. In-depth interviews are intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Knott et al., 2022). The collected data were analyzed using frequency count to calculate the total number of responses associated with students' perspectives using *QuillBot* and *Grammarly* to paraphrase.

Thematic analysis was used to examine the data; according to (Braun and Clarke, 2006), thematic analysis is a method that requires exploring data to identify, analyze, and report recurring patterns and describing data that involves interpretation in selecting codes and constructing themes. Furthermore, there are six steps involved in thematic analysis: (1) familiarization with the data; (2) generating initial codes; (3) searching the theme; (4) reviewing the

theme; (5) defining and naming the theme; (6) report.

RESULTS AND DISCUSSION

The data in this research can be classified into two categories: the students' preference for using *QuillBot* and *Grammarly* for paraphrasing and their perception of *QuillBot* and *Grammarly* for paraphrasing their writing. The results of data analysis regarding these two categories are presented and discussed sequentially below:

Undergraduate students' preference for using QuillBot and Grammarly as paraphrasing tools

To determine how these two paraphrase tools are implemented differently, the researchers examined students' preferences for *QuillBot* and *Grammarly*. Then the results are shown in Figure 1 below:

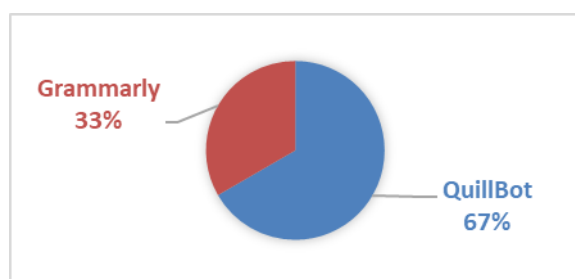


Figure 1. Undergraduate students' preference for

Quillbot and Grammarly

In terms of the student's preference in using Paraphrasing tools from *QuillBot Grammarly* in this study, 67 percent (n=10) of the students responded that they would instead use *QuillBot* for paraphrasing, in contrast to 33 percent (n=5) who responded instead use *Grammarly* for paraphrasing. Therefore, it can be concluded that most students (n = 15) would instead paraphrase their writing using *QuillBot* than *Grammarly*.

Students' perception of QuillBot and Grammarly for paraphrasing

Students' perceptions of using *QuillBot* and *Grammarly* to paraphrase their writing were examined by applying the data collected from the questionnaire and interview. After the first data was gathered through the questionnaire using a 5-point scale, 'Always (5), Often (4), Sometimes(3), Not often (2), and Seldom (1). Moreover, in-depth interviews were intended to collect more information. Student perceptions were then discussed in further depth, as seen in the table below:

Tabel 1. Students' perception using *QuillBot* and *Grammarly* as paraphrasing tools

No.	Items	Tools	n	Frequency					Mean
				A	O	S	NO	S	
1	I often use (<i>QuillBot</i> / <i>Grammarly</i>) as a paraphrasing tool for academic writing.	QB	15	47%	13%	20%	20%	-	3.87
		GM	15	33%	33%	7%	27%	-	3.73
2	I often find (<i>QuillBot</i> / <i>Grammarly</i>) easy to access anywhere and anytime	QB	15	33%	27%	27%	13%	-	3.8
		GM	15	27%	13%	47%	13%	-	3.53
3	I use (<i>QuillBot</i> / <i>Grammarly</i>) as a time-saving tool.	QB	15	40%	20%	33%	7%	-	3.93
		GM	15	27%	33%	27%	13%	-	3.73
4	I find difficulties in understanding the meaning of paraphrased text generated by (<i>QuillBot</i> / <i>Grammarly</i>)	QB	15	33%	20%	33%	7%	-	3.6
		GM	15	27%	13%	53%	7%	-	3.73
5	I feel confident in the accuracy of paraphrased content generated by (<i>QuillBot</i> / <i>Grammarly</i>).	QB	15	33%	40%	20%	7%	-	4
		GM	15	33%	20%	40%	7%	-	3.8
6	I rely on (<i>QuillBot</i> / <i>Grammarly</i>) to increase the originality of my writing.	QB	15	40%	13%	33%	7%	7%	3.73
		GM	15	33%	20%	40%	7%	-	3.8
7	I found it easy to paraphrase using (<i>QuillBot</i> / <i>Grammarly</i>) because of the many features.	QB	15	53%	13%	20%	13%	-	4.07
		GM	15	33%	20%	20%	27%	-	3.6
8	I use (<i>QuillBot</i> / <i>Grammarly</i>) to avoid	QB	15	13%	53%	33%	-	-	3.93

	unintentional plagiarism.	GM	15	20%	53%	20%	7%	-	3.8
9	I found that (<i>QuillBot/Grammarly</i>) contributed to my understanding of proper while during paraphrasing.	QB	15	27%	33%	27%	7%	-	3.67
		GM	15	27%	33%	33%	7%	-	3.8
10	I feel (<i>QuillBot/Grammarly</i>) help diversify my vocabulary.	QB	15	27%	27%	40%	7%	-	3.87
		GM	15	20%	53%	27%	-	-	3.6

The result of the statistical analysis of students' perceptions of *QuillBot* and *Grammarly* as paraphrasing tools is shown in the table above. Items 1, 2, 3, 5, 7, 8, 9, and 10 produced statistically varying answers from these students. Based on the frequency and average score in the table, most students more often use *QuillBot* to paraphrase their scientific writing (item 1). In contrast, *QuillBot* is a paraphrasing tool that is easy to access and time-saving (items 3 & 4). However, for the accuracy of paraphrase results in *QuillBot* and *Grammarly*, students prioritize the accuracy of *Grammarly* paraphrase results (item 5). This has the potential for improvement. The frequency and average results in the table above show that students' understanding of grammar increases when paraphrasing using *Grammarly* (item 9). Even though *QuillBot* is not as accurate as *Grammarly*, students often use it because this paraphrasing tool has many features (item 7). Students use *QuillBot* more often than *Grammarly* to avoid plagiarism (item 8). Students feel that using *QuillBot* can improve their vocabulary, as seen in the table above (item 10).

As the data presented in the table above shows, most students opted for *QuillBot* as their go-to tool for paraphrasing their written work due to its convenient accessibility and time-saving features. Despite these favorable aspects, students did encounter certain limitations when utilizing *QuillBot* for paraphrasing tasks, particularly regarding its precision and accuracy. The analysis in the table about (item 5) indicated a prevalent sentiment among students calling for enhancements in *QuillBot's* accuracy to align more closely with their expectations, with some even indicating a preference for *Grammarly* over *QuillBot*. This underscores the crucial need for *QuillBot* developers to focus on refining the tool's accuracy to ensure that it meets the standards set forth by its users. The importance of executing the paraphrasing process with utmost correctness cannot be overstated, as it significantly impacts the quality and effectiveness of the written work by emphasizing the necessity for continuous improvement and meticulous attention to detail in this regard.

As said by Sahla et al. (2019), paraphrasing is expressing other people's ideas or using our own

words without changing the intention or meaning of the ideas while still citing the source. Even though students use tools to paraphrase text, students still need to read sentences and make sure. These results are corroborated by research conducted by Wahle et al., (2022), which found that paraphrasing tools can hide plagiarized text but may only sometimes produce high-quality output. Students who rely on these tools for the requirement of originality in their submissions risk submitting low-quality work and not fully addressing the information they have gathered. In this study, students did the same thing. They are aware of the errors caused by *QuillBot* and try to ensure that their text paraphrasing results do not contain any errors.

Analysis of questionnaire responses revealed exciting insights into how students viewed two paraphrasing tools, *QuillBot* and *Grammarly*, differently. These differences in perception are the basis for categorizing students' attitudes towards these tools. Specifically, the study divided students' feedback into two distinct categories: their impressions and viewpoints on using *QuillBot* as a paraphrasing tool and their perspectives on using *Grammarly* for the same purpose. Specifically, each student has unique reasons influencing their preferences and opinions regarding these tools, which will be outlined in the following section. This section allows for a comprehensive examination of students' perspectives and highlights the varied nature of their experiences with this paraphrasing tool. By delving deeper into the reasons behind their different viewpoints, this study aims to provide a nuanced understanding of how various factors influence students' perceptions of these two paraphrasing tools.

Students' perception on the use of QuillBot as paraphrasing tool

Based on the results of the questionnaire above, researchers found three main reasons why students prefer to use *QuillBot* rather than *Grammarly* to paraphrase. These reasons can be explained as follows:

Theme one: Easy to access and time saving

The first theme that emerged from the data

revealed that the first reason why students prefer using *QuillBot* over *Grammarly* for paraphrasing is that. Students said it is an easy-to-use tool for paraphrasing and can save students time when paraphrasing. The first theme that emerged from the data revealed that the first reason why students prefer using *QuillBot* over *Grammarly* for paraphrasing is that. Students said it is an easy-to-use tool for paraphrasing and can save students time when paraphrasing sources. Sources.

“QuillBot is my go-to paraphrasing tool because of its time-saving, efficiency, and accessibility across different devices like smartphones and laptops. This handy tool streamlines the paraphrasing process, enabling users to quickly rephrase their text with ease. It not only helps in saving time but also expedites the paraphrasing of my writing. QuillBot can enhance my writing by efficiently rephrasing text.” (HF, interview)

Easy-to-access and use paraphrasing tools save time and effort. They make rewriting text more efficient, enabling users to quickly produce paraphrased information without requiring manual rewriting. Mondal et al., (2023) in their research, *QuillBot* is currently employed as part of IT integration at educational institutions, and practically all students use it on smartphones or tablets, making it easier for them to paraphrase their writings. Moreover, *QuillBot's* paraphrasing tool has several advantages; one is that it may save time while writing since *QuillBot* leverages cutting-edge artificial intelligence to reconstruct a sentence, paragraph, or article (Fitria, 2021). This statement is supported by research conducted by Mohammad et al. (2024) which states that one motivation for students to use *QuillBot* for paraphrasing is the significant time savings caused by the tool's fast response. Moreover, Syahnaz & Fithriani (2023) as a result of this *QuillBot* feature, writers may improve their writing quickly by removing unnecessary words and conveying clear messages to the reader. Because they have opportunity easy access to technology, which makes their jobs easier to do and perform their tasks with greater ease and effectiveness than ever before.

Theme two: Several features

The second reason students tend to use *QuillBot* as their paraphrasing tool is its variety of features, not only for paraphrasing but also various features that help students improve the quality of their writing, as shown in the interview below.

“When I using *QuillBot*, one of the standout features that I find particularly appealing is the paraphrase function. This tool allows me to select specific word types based on their preferences. For instance, if I want to incorporate a more formal or academic tone in my writing, I have the flexibility to make the paraphrased output to meet these specific requirements. Essentially, this feature empowers me to customize the language style to suit their individual needs, enhancing the overall writing experience.” (RA, interview).

Synonyms are two words that can be considered to have the same meaning or context, so it is important to use synonyms when paraphrasing. When students paraphrase, they do not need to replace every word in the sentence to be paraphrased, especially for things like ideas or concepts related to science. Students only need to use language or words that we understand, and we can also use synonyms. So, the number of word choices is significant in paraphrasing, and *Quillbot* provides a wide choice of words that writers can use. The easiest paraphrasing method is to replace some of the original words with a different word with the same meaning. Supported research by Fitria (2022) changing a few words could drastically change the meaning of a statement to some extent. This is the most fundamentally necessary method of paraphrasing. *QuillBot* provides a feature that allows students to change words regardless of how they think is appropriate. This tool has several paraphrasing options, such as changing words, phrases, and clauses, changing synonyms, rearranging sentence structures, and separating writing into separate sentences, which can improve the quality of the paraphrased writing. Moreover Rani, (2024) States that *Quillbot* is a valuable tool that aids writers in paraphrasing or revising text by meticulously analyzing numerous synonyms until the perfect word is found. This process allows writers to enhance their content effectively and efficiently. Additionally, *QuillBot* offers many paraphrase modes such as Standard, Fluency, Formal, Simple, Creative, Expand, and Shorten based on student writing requirements. Each mode serves a specific function, such as enhancing readability, maintaining meaning, or providing additional information. Students can use *QuillBot* to revise their work or as a backup option if they cannot manually paraphrase, and its potential to support overcoming challenges such as paraphrasing, grammar, and synthesis (Latifah

et al., 2024).

“For me, QuillBot is a tool that offers a variety of features beyond just a paraphrasing tool. In addition to paraphrasing capabilities, it also includes a grammar check function that can assess the accuracy of my writing. Moreover, there is a translation feature that helps in translating. This additional feature can be useful for improving the quality of my writing” (FN, interview).

Research conducted by Amyatun & Kholis, (2023) revealed that *QuillBot* offers a variety of features tailored to assist students in their writing endeavors. The main feature that *QuillBot* provides is paraphrasing. Apart from paraphrasing student writing, there are other features provided by *QuillBot* to improve their writing, namely summarizing the length of the text, correct word choice, and grammatical correctness (Amanda Amanda et al., 2023; Kurniati & Fithriani, 2022). These features are designed to help students make crafts and improve writing fluency. The last feature is translating text from one language to another grammatical correctness. These features are designed to help students make crafts and improve writing fluency. The last feature is translating text from one language to another. Research conducted by Fitria (2021), also supports this. It states that QuillBot is an Internet-based application designed to aid students in rephrasing their writing to avoid plagiarism, summarize long phrases, and improve their grammar for improved clarity and a more polished appearance. However, those features are not popular among students. QuillBot is popular among students as a paraphrasing tool.

Theme three: Assisting students to avoid plagiarism

The final reason students prefer using QuillBot over Grammarly is that QuillBot can avoid plagiarism. This can be seen from the questionnaire results (section 10). Therefore, QuillBot is very useful in many ways, especially in avoiding plagiarism.

“In my point of view QuillBot is the best tool to help me paraphrase my writing to avoid plagiarism is because I previously checked my writing on Turnitin and the results were still relatively high and I paraphrased my writing using QuillBot and the results were no longer too high” (IW, interview)

Paraphrasing is significant in scientific writing as it is crucial to preventing plagiarism. Students must possess adept paraphrasing skills to mitigate the risk of plagiarism in their scientific work effectively (Qamariah & Yuliani, 2024). As stated Nurmayanti & Suryadi, (2023) QuillBot, the innovative internet-based program designed to enhance students' writing skills, offers many features to foster effective and efficient writing practices. By rephrasing phrases and sentences, identifying and preventing plagiarism, and providing concise summaries of lengthy passages, QuillBot is a valuable resource for academic success. Following a meticulous examination, it was firmly established that QuillBot consistently produces plagiarism-free content and upholds grammatical accuracy without any mistakes, thereby instilling credibility and reliability in its output. As a cutting-edge paraphrasing tool that leverages artificial intelligence technology, it significantly reduces the risk of plagiarism while ensuring that the rephrased content retains its original meaning and coherence, reinforcing its position as a must-have utility for students and writers alike looking to elevate their writing proficiency and produce high-quality, original work (Chui, 2022). This statement is supported by research by Luthfiah et al. (2024) the positive impact of using Artificial Intelligence QuillBot is that it helps students reduce the level of plagiarism in their written work. QuillBot allows students to more easily identify potential plagiarism in their writing with its ability to check plagiarism and edit sentences. This increases awareness of the importance of academic integrity and reduces the risk of infringing someone else's copyright.

Students' perception on the use of Grammarly as paraphrasing tool

Based on the results of the questionnaire used by students in Table 1, there are statements where students prefer to use *Grammarly* when paraphrasing their writing rather than *QuillBot*. There will be one theme to this, which is specified below:

Theme one: Using proper grammar

Based on the data in the table above, most students prefer using Grammarly rather than QuillBot, primarily because Grammarly has been proven to generate paraphrases that adhere to proper grammatical rules and conventions, making it a more reliable and trustworthy tool for students looking to improve their writing

skills. Furthermore, this superiority in terms of producing grammatically correct paraphrases can significantly benefit students in their academic pursuits as well as in their future endeavors.

“In my opinion, I concur with the assertion that Grammarly holds the capability to not just rephrase content but also to apply proper grammar, thereby ensuring that the paraphrased text maintains accuracy in grammar and remains comprehensible. Grammarly serves as a tool that not only assists in paraphrasing but also helps in maintaining grammatical correctness” (Excerpt 5, AN)

Grammarly is a paraphrasing tool that can construct coherent and smooth sentences while maintaining proper grammatical integrity. Its function goes beyond proofreading, allowing writers to rephrase text effectively, ensuring clarity and precision in communication. With *Grammarly*, users can confidently express their ideas with grammatical accuracy, thereby improving the overall quality and readability of their writing. Found that Grammarly may help provide input to students to improve their grammatical accuracy, encouraging self-confidence and autonomy in the editing stages of writing. Aside from grammar, Grammarly improves stylistic expression and locates lexical errors while offering alternative phrasing for written sentences (Barrot, 2022).

There is no doubt about using Grammarly to use correct grammar; many researchers have found that Grammarly is very effective in avoiding grammar errors. As stated by Wibawa & Nabhan (2023) Grammarly satisfies students' needs in composing proper grammar in academic writing. Grammarly is a writing application that uses technology. Students can use Grammarly to write with proper grammar. Unknowns, technology can facilitate teaching and learning anywhere and at any time.

CONCLUSION

In line with the findings of this study, it was observed that undergraduate students typically interpret and paraphrasing using various tools. Notably, the positive outcomes of the current research highlighted that students exhibit a strong inclination towards utilizing *QuillBot* over *Grammarly* when it comes to text paraphrasing assistance. The underlying rationale behind this preference can be

attributed to three key factors perceived by students: First, using *QuillBot* to paraphrase makes the paraphrase process more practical. Second, Students consider *QuillBot* is tool with various features. Third, *QuillBot* helps students avoid plagiarism and keep the originality of their writing. Besides, *Grammarly* received positive points about using proper grammar, where students preferred the grammar of the results in Grammarly compared to QuillBot. Considering the positive perception of these two paraphrasing tools, combining them could help students improve their writing. In order to provide a more thorough framework, it would be interesting for future writers to investigate Grammarly in more depth as a paraphrasing tool and compare it with other paraphrasing tools to see if this combination will benefit students' writing performance more.

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