CHAPTER I

INTRODUCTION

A. Background of the Research

Writing has become very important right now. Everyone must possess writing skills. Apart from this, it is important because writing is one of the most reliable ways of communication with others. To communicate effectively, people must constantly adjust their thoughts to suit their purpose and audience, this same idea is true for writing (Langan, 2011). As well as that, writing is important and frequently employed in people's daily lives, either as creating application letter, writing articles or journal, message, or writing document in workplace. Writers often intentionally consider how to mix and order phrases and examine what they have written (Raimes, 1983).

Writing is both a productive and expressive activity, the writer must be able to employ vocabulary, grammar, and language structure (Byrnes, 2011). It means that one needs to master vocabulary, grammar knowledge, and writing mechanics. The majority of university students feel that writing is the most difficult skill to master. Mastering this skill is essential for university students. In formal education, writing consider the importance of having ability and good skills of writing (Iftanti, 2016). However, students often have struggles in expressing their ideas into words. English Education Department students must acquire this skill in order to effectively produce academic papers, journal articles, and research paper.

To effectively engage the reader, writers must have the ability to make reasonable assumptions about their knowledge and expectations. They try to find a balance between their goals and the needs of a specific discourse community. To make sure that how they write, including the structure and content, is effective for clear communication. Besides, the ability to write is essential as it plays a significant role in completing the education process and getting a good job. Writing article journal is part of the daily routine for university students. Even for students majoring in English Education Department, there is a course called "Academic Writing." Academic writing is a specific type of writing, which is highly challenging and complex, as it requires students to engage in critical thinking and possess high-quality. Writing paragraphs or essays requires a lot of practice. However, currently a lot of students feel difficult when writing (Al-Hasan & Ahmed, 2019). Sometimes, they afraid, unenthusiastic and have difficulty in writing.

Students' difficulties in writing come when they want to begin writing and develop their ideas. According to Byrne (1988), he divided the problems that make writing difficult into three categories. The first is linguistic difficulty. Linguistics aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring. The second is physiology difficulty, as it primarily focuses on the challenges faced when there is lack of direct interaction and feedback from the reader when they are writing. This difficulty more focuses on difficulty in develop written material or content of composition. The third is cognitive difficulty, writing skills need

to be develop through formal instruction, including spelling, punctuation, capitalization, and paragraphing technique. The most common mistakes that students make when writing is in grammatical aspect. Besides, students' writing difficulty in academic writing is paraphrasing sentences to avoid plagiarism. Writing journal articles also requires references from other sources or previous research that can be used as references. This can also be challenging for students, as it is not easy to paraphrase a sentence.

Meanwhile, Chaer (2007) states that paraphrasing is an oral or written expression that presents the same idea or meaning as another oral or written expression but uses different words. Plagiarism is regard as a majority violation of ethical standards in equivalent of academia. Paraphrasing sentences is the appropriate technique to avoid plagiarism. Students can search for references on the internet without worrying about a high level of plagiarism by paraphrasing the sentences they extract. In writing sentences, essays, or paragraphs in English, one technique that students can employ is the paraphrasing technique. Paraphrasing aims to prevent plagiarism or direct copying of the original text while conveying the concepts or messages contain within the passage using different words or sentences. By using this strategy, students are expected to develop and organize thoughts precisely, rationally, and in accordance with language reasoning, without changing the meaning of the text in the paragraph by using alternative terms. Finding relevant word equivalents can be used to paraphrase.

On the other hand, writing a sentence requires paying attention to

grammatical structure. According to Dykes (2007), in her book Grammar for Everyone, grammar is a language to talk about language. Grammar teaches us how to communicate with words, beginning with vocabulary and its functions and on to sentence structures, expressions, and meanings. Punctuation, spelling, and capitalization are also included in grammar.

According to Oktaviani et al. (2022), correct punctuation increases the reader's understanding and interest in the context of writing. It means that punctuation marks have an important role in writing in order to make the reader understand about what we write. When we write, the thing that helps us to express our idea is the punctuation marks. Punctuation marks help our writing will be clearer and understandable. Understanding the right use of grammar is one of the most difficult things for students to learn in the field of education, particularly when it comes to writing paragraphs or essays. Students are frequently perplexed about how to utilize language correctly and effectively in the sentences they write. It is common for individuals to understand grammar concepts in theory. However, they require assistance in effectively implementing them within their writing. As a result, sentences can feel uncomfortable or strange. It is important to avoid mixing verbs, pronouns, subjects, objects, tenses, and other rules within one paragraph or essay, it might be complicated. Consequently, there is a demand for a tool that enhances the efficiency and fluency of student writing.

Effective communication has become increasingly in our globalized world due to the rapid advancement of communication technology. Therefore,

with the rapid rise of technology, students can use it to facilitate their writing tasks. Technology has developed from a tool with a single function to a tool that performs various functions. Currently, one of the technologies that is trending among students is Artificial Intelligence (AI). AI can be a writing assistant that can make writing easier and faster for students. This tool help students learn and develop writing skills (Nazari et al., 2021). This technology is considered practical because it provides instant results.

AI provides valuable assistance in expediting the writing process, enabling quick completion of task. Artificial Intelligence (AI) refers to machines that replicate and mimic human intelligence processes, such as learning, thinking, and self-improvement, through a combination of various applications that help students edit, check, and organize their writing in one application. One of the most important goals of AI is to design automated devices that can analyze the environment and perform tasks like humans. According to John McCarthy (2007), AI (Artificial Intelligence) is a science and technique in creating intelligent machines, especially in creating intelligent computer programs or applications.

Advancements in technology have introduced new experiences in teaching and learning, and assessment, guidance, content generation, and feedback for teachers and students can be enhanced using technology powered by AI. One such application that offers products leveraging AI is QuillBot. This tool can be used as an assistant in writing to facilitate students' writing tasks. QuillBot is a popular application known as a paraphrasing tool.

QuillBot offers products that utilize AI to suggest paraphrases, check grammar, create summaries, and even detect plagiarism (Nurmayanti & Suryadi, 2023). QuillBot allows users to input text or sentences and provide suggestions for improvement, as well as corrections for any incorrect or inappropriate grammar.

Furthermore, QuillBot can also be used to change writing style or diversify words. This tool is frequently used by writers, students, and professionals who want to quickly and easily enhance the quality of their writing. QuillBot is an affordable text replacement tool available in the market using state-of-the-art artificial intelligence technology to replace any part of the content. QuillBot, a text replacement tool, takes our sentences and adapts them, allowing us to quickly change and restructure the content (Yadav, 2021). This tool aims to replace material by altering sentence structure and substituting words with synonyms while preserving the original meaning of the content. Tools like this are needed for college students to assist them in writing. The utilization of QuillBot is crucial for students in English learning. QuillBot simplifies the process of composing academic papers, particularly for individuals facing challenges with English. Additionally, it offers user-friendly features, making it easily comprehensible and accessible to students (Nurmayanti & Suryadi, 2023).

The researcher chose QuillBot to be researched because this tool provides several features that can improve students' writing ability and quality. This tool is unique because users can find about 7 features in one

tool, which is said to be multifunctional, such as paraphraser, grammar checkers, plagiarism checker, summarizer, translators, and others. Thus, there is no need for users to use other tools.

The researcher found several previous studies that support this research. The first previous study was conducted by Fitria (2021) entitled "QuillBot as an Online Tool: Students' Alternative in Paraphrasing and Rewriting of English Writing." This study aims to examine the use of QuillBot as an online tool that can paraphrase and rewrite English writing, making it an alternative for English writing students. The researcher found differences from the previous study conducted by Fitria (2021) regarding research objectives and data collection techniques. Fitria (2021) focused on the use of QuillBot as an alternative for students in paraphrasing and rewriting English text, using document analysis as the data collection technique. The present study focuses on students' perceptions of using QuillBot as an AI-based writing assistant in academic writing in English, using a combination of data collection techniques such as questionnaires and in-depth interviews.

The second study was conducted by Kurnianti & Fithriani (2022) entitled "Post-Graduate Students' Perceptions of QuillBot Utilization in English Academic Writing Class." This study aims to determine students' perceptions regarding using QuillBot. The study conducted by Fithriani & Kurniati (2022) focused on the research subjects who are postgraduate students at one of the state universities in North Sumatra, while the present study focused on undergraduate students in English Education Department at

UIN Sayyid Ali Rahmatullah Tulungagung.

The third study was conducted by Amanda et al. (2023) entitled "QuillBot as an AI-powered English Writing Assistant: An Alternative for Students to Write English." The aims of this study to determine students' perceptions of using QuillBot as an alternative for writing in English. In the third previous study, the researcher found a theoretical gap that occurred because the previous grounded theory needed to pay attention to using QuillBot as an AI-powered writing assistant tool in the context of English academic writing. Therefore, in this present study conducted by the researcher aims to examine students' perceptions of the utilization of QuillBot in English academic writing.

The fourth study was conducted by Nurmayanti & Suryadi (2023) entitled "The Effectiveness Of Using QuillBot In Improving Writing For Students Of English Education Study Program." The researchers aimed to assess the proficiency of students in utilizing QuillBot to create original scientific papers in English without errors. The researcher also found differences in the fourth previous study conducted by Nurmayanti & Suryadi (2023). There are methodological and population gaps. Nurmayanti & Suryadi (2023) used quantitative method, this research was conducted on active students at the University of Riau, Riau. Meanwhile, this research uses a phenomenological design, and the population is English Education Department students in the sixth semester.

The researcher chose the sixth semester students of English Education

Department as the research subject because they are prepared to write articles, journals, and thesis as part of their final assignments as college students. Artificial Intelligence (AI) is expected to help students complete their academic writing assignments. This technology can act as an AI-based writing assistant for students and expected to facilitate students in the process of completing on research paper from academic writing course' assignment.

Based on the previous studies above, the researcher conducted a study at UIN Sayyid Ali Rahmatullah Tulungagung, collaborating with undergraduate students from the English Education Department. These students were enrolled in an academic writing course. Given the background mentioned above, QuillBot offers various services that can facilitate students as an assistant in academic writing. This research aims to understand students' perception regarding using this artificial intelligence tool. Understanding students' perception is essential because it can provide insight into how students view this digital tool for English academic writing.

The researcher aimed to explore students' perception of using QuillBot as an AI-based writing assistant, in order to identify the perceived benefits, challenges, and needs associated with this tool. Additionally, understanding students' perception can provide insight into the effectiveness of this tool in supporting students' writing skills in the context of English language education. For these reasons, the researcher wants to conduct the study entitled **"Students' Perception of Using QuillBot as an AI-Based Writing Assistant among English Education Department Students at UIN Sayyid**

Ali Rahmatullah Tulungagung".

B. **Statement of The Research**

Related to the background above, the researcher formulated question as follow:

1. What are the students' perceptions on the benefits of using QuillBot as an AI-Based Writing Assistant among English Education Department Students?

2. What are the students' perceptions on the sophistication of using QuillBot as an AI-Based Writing Assistant among English Education Department Students?

3. What factors contribute to the students' perception of using QuillBot as an AI-Based Writing Assistant among English Education Department Students?

C. **Objective of the Research**

Based on the background of the study, the writer stated objective of study as follows:

1. To investigate students' perceptions on the benefits of using QuillBot as an AI-Based Writing Assistant among English Education Department Students.

2. To investigate students' perceptions on the sophistication of using QuillBot as an AI-Based Writing Assistant among English Education Department Students.

3. To understanding the factors contribute to the students' perception of using QuillBot as an AI-Based Writing Assistant among English Education Department Students.

D. Significance of the Research

1. Theoretically

This study provides a better understanding of students' perceptions regarding the use of QuillBot as an AI-based writing assistant in enhancing English writing skills and facilitating students in English writing. It is hoped that this research can serve as additional information or a reference in the field of education, particularly in the realm of academic writing, to explore effective ways to assist English students in improving their writing abilities.

2. Practically

The results of this study are expected to provide several benefits in the process of teaching and learning English as the following sections:

a. For Researcher

To enhance the author's insights and knowledge in the field of academic writing, particularly in the use of QuillBot as an AI-based writing assistant that can facilitate and expedite academic writing.

b. For English Education Department Students

This research provides information about QuillBot, including its advantages and disadvantages in using this tool. It also offers a detailed analysis of a product that uses AI to suggest paraphrases,

grammatical checkers, summarizing, co-writer, AI detector, traslator, and even plagiarism detectors.

c. For the Lecturer

This research is beneficial in giving information about QuillBot so that the lecturers can use it to help them check their students' work in writing.

d. For the Future Researchers

For the next researcher, it can be used as a previous research that can be used as a reference before they do research for supporting studies and the development of further research plans in examining matters related to similar topics.

E. Scope and Limitation of the Research

The scope of this research is the students' perception of using QuillBot as an AI-based writing assistant among English Education Department students in the sixth semester at UIN Sayyid Ali Rahmatullah. Additionally, this research provides an in-depth analysis of how the use of QuillBot, which facilitates students in academic writing, can influence the writing skills of English Education Department students. The analysis will be based in-depth interview. This research only focuses on students who use the free version of QuillBot, excluding those who use the premium version.

F. Definition of Key Terms

Based on research, this point is very important to provide a deeper understanding of the research being carried out.

1. Students' Perception

   Perception is the student's way of understanding or believing that has been through some processes; they are selection, organization, and interpretation to reach an understanding of something. Students' attitude and behavior are also affected through perception, making it essential to understand in the context of education and social interaction.

2. Writing Skill

   Writing skill refer to the abilities a person acquires to effectively convey their thoughts, feelings, and ideas in written form. This skill involves a range of competencies that are important for effective communication within a professional environment including research, planning and outlining, grammar and clarity, revising and editing, spelling and grammar, and organization. Writing skills play an important role in academic writing to produce research paper. Academic writing is the kind of writing used in high school and college classes. This genre is formal, so writers should not use slang or contractions.

3. Artificial Intelligence (AI)

   Artificial Intelligence (AI) is the simulation of human thinking and learning abilities implemented in machines or computer systems. In other hand, AI is a technology that enables machines to imitate human abilities to solve problems and accomplish specific tasks.

4. QuillBot

QuillBot is an AI-based platform that serves as a writing assistant, it features a grammar checker, plagiarism checker, sentence summarizer, citation generator, etc. QuillBot can help users write more clearly, effectively, and minimize errors.