

## QUILLBOT INTEGRATION IN THE LEARNING OF ENGLISH WRITING SKILLS (PERCEPTION OF BUSINESS MANAGEMENT STUDENTS)

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### Abstract

The aim of this research is to find Business Management students perceptions regarding the use of Quillbot as a writing tool for English writing skill improvement. This research employs a qualitative case study approach. The research instruments were questionnaire and interview. The questionnaire closed-ended questions utilizing a four-point Likert scale (ranging from Strongly Agree to Strongly Disagree) shared via Google Forms. Additionally, semi-structured interview questions were formulated based on the questionnaire responses. The data obtained from the closed-ended questionnaire questions are quantitatively analysed through frequency calculations. The total of the population are 40 business management students. The results indicate that AI has the capacity to enhance writing skills by aiding in idea generation, improving critical thinking, preventing plagiarism, and elevating academic writing quality. Consequently, integrating AI into higher education can effectively enhance the quality of writing education, aligning with the digital era's advancements and optimizing the learning process for effectiveness and efficiency.

**Keywords:** Writing Skills, Artificial Intelligence, Quillbot

## INTRODUCTION

Writing skills in English are the ability to convey ideas, thoughts, and information effectively through writing. Writing abilities, according to Fitria (2022), are a component of English language competency that students must learn. Verbal communication enables people to exchange ideas, information, and experiences with others in both formal and informal contexts. Writing skills in the English language encompass the ability to write sentences effectively, apply proper syntax, arrange ideas logically, and deliver information in an understandable and persuasive manner.

Writing skills refer to a person's capacity to communicate concepts and details in written English. Writers with strong writing abilities are able to express their ideas concisely and effectively. English writing abilities in the context of academic writing include the ability to produce documents that are structured, logical, and compliant with language standards. Academic writing are need to emphasise of correct grammar, the right choice of words, and the ability to systematically construct arguments. Researchers often recognize the importance of English writing skills in producing quality scientific work. The ability to construct effective sentences, organize paragraphs, and express ideas clearly are key aspects in academic writing (Hidayat, Setiawan, and Anam 2024).

Stephen Krashen (1986) emphasizes the importance of acquiring natural language understanding through consistent exposure to written and spoken language. Krashen considered writing skills to be an integral part of the language acquisition process. George Hillocks Jr. endorsed "Teaching Writing as Reflective Practice," (Hillocks 1995) highlights the importance of providing constructive and in-depth feedback to writers, as well as integrating writing learning into the curriculum holistically. The theories have become classic references

in the fields of language learning and writing teaching, as well as providing deep insight into theory and practice in the development of writing skills.

In this era of advanced technology, numerous tools can assist in language learning. Wulandari and Bakri (2023) stated that numerous technology driven learning approaches can support students and teachers in the teaching and learning English. One of tools is QuillBot, which is an online application that uses artificial intelligence to change the format of sentences or reconstruct sentences in English without changing the overall meaning. This tool helps users in correcting and rewriting text effectively by using AI technology. Although specific information about the use of QuillBot in learning to write paraphrases has not been fully documented in international reputable journals, several studies have revealed its benefits.

Previous research have been conducted by several researchers, including Fitria (2021) conducted a study that examined the opinions of 20 postgraduate English language education students regarding QuillBot as a digital tool for academic writing in English. The findings revealed that students had a positive response to using QuillBot to improve the quality of their writing. Benefits identified included a more positive attitude towards writing, user-friendly features, and language development. And Xuyen (2023) was conducted a study entitled "Utilizing the Online Paraphrasing Tool Quillbot to Aid Students in Paraphrasing Source Information: Perceptions of English-major Students." The data collected through a questionnaire and analyzed using IBM SPSS version 25. The results indicate that participants get positive feedback towards Quillbot and the use of this online paraphrasing tool influences them to paraphrase the source text as well as contribute to their language development.

Furthermore, Eka Yuni Kurniati and Rahmah Fithriani (2022) investigated postgraduate students' perspectives on QuillBot as a digital tool for academic writing in English. The findings indicated that students responded positively to using QuillBot to improve their writing quality. QuillBot was found to offer three benefits: fostering positive attitudes towards writing, providing user-friendly writing features, and aiding language development.

The way that students perceive and comprehend the information that is offered by artificial intelligence (AI) systems in an educational setting is referred to as artificial intelligence (AI) learning. This includes how well they understand concepts presented by AI, how well they can absorb this information, and how they react to AI-based learning techniques. Student perceptions of AI learning can be influenced by several factors, including the design of the AI user interface, the quality of the learning content delivered by AI, and the level of readiness and trust students have in AI technology within an educational setting. This encompasses perceptions of the usefulness, ease of use, relevance, and effectiveness of AI technology in supporting the learning process.

Students' understanding and perceptions of AI learning can also be affected by psychological and social factors, such as learning motivation, interest, technological skill levels, and social interactions with peers in using AI technology for learning. It is important to note that student perceptions of AI learning can vary and be subjective, depending on their experiences, backgrounds, and individual preferences. Therefore, it is crucial for educators and educational technology designers to consider students' views and needs when developing and implementing effective and satisfying AI learning solutions.

Student perceptions of AI learning include how students understand, process, and respond to AI-driven educational content (Ka, Chan, and Hu 2023). Factors influencing student perceptions include the AI interface design, the quality of AI-delivered content, and students' readiness and trust in AI technology. Research shows that students may have diverse and varied understandings and feelings about AI, highlighting the need for tailored educational approaches. Studies also indicate that AI interventions in education can enhance cognitive and affective learning outcomes, emphasizing the importance of learner-centered approaches and

context-aware pedagogical practices. By understanding the diversity and subjectivity of student perceptions, we can design more appropriate and learner-focused approaches.

Students studying Business Management require proficient English writing skills to effectively communicate within an expanding global business environment. However, time and resource constraints often become obstacles in developing their writing skills. In this regard, the presence of AI like QuillBot serves as an alternative in learning English writing skills. Nevertheless, the use of AI technology in learning English writing skills also gives rise to different perceptions regarding its impact on the learning process and the natural development of writing skills. Some students are skeptical about using QuillBot as a replacement for traditional writing learning processes. Therefore, it is important to research students' perceptions of AI QuillBot and how it can affect their motivation to hone their English writing skills. Thus, this research was investigated the following questions:

1. How do students perceive the use of AI QuillBot in learning English writing skills?
2. What are the benefits and challenges experienced by students when using AI QuillBot?
3. How do students perceive the use of AI QuillBot in learning English writing skills?

## **METHOD**

This study used a qualitative case study methodology, as per Jack & Baxter (2008). According to Baxter & Jack (2008), a qualitative case study is a type of research methodology that uses a variety of data sources to investigate phenomena in their context. The study looks at the phenomena not just from one point of view, but from several perspectives that highlight distinct facets of the phenomenon. This strategy aligns with the goal of the study, which is to find out how students in the Business Management degree feel about using Quillbot as a writing tool to improve their English writing.

There were 40 Manado State Polytechnic business management majors present. An interview and a questionnaire served as the research instruments. A Google form with closed-ended questions using a four-point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree) has been used to distribute the questionnaire. Based on questionnaire answers, the researcher also created semi-structured interview questions. Frequencies are used to perform a quantitative analysis on the data gathered from the closed-ended questionnaire questions.

## **FINDINGS AND DISCUSSIONS**

The results from the collected questionnaires have been analyzed to identify respondents' perceptions of learning writing using artificial intelligence (AI) Quillbot and to understand the effectiveness, benefits, and perceived impacts experienced by students. The questionnaire consists of 10 questions measuring various aspects of the use of AI Quillbot in writing learning using a Likert scale (1 to 5). The data will be analyzed using descriptive analytical statistical methods to obtain a clear picture of respondents' views and experiences. Below is the discussion based on each question:

### **1. Perceptions of Learning Writing using AI:**

Based on the responses of 40 students, the majority of respondents (80%) strongly agree, while the rest agree, indicating a positive response to learning writing using AI, which is highly beneficial for learners.

2. Motivation in Learning Writing using AI:

Respondents who agreed that learning motivation increased after using AI reached 70%. It can be concluded that AI not only assists in writing but also boosts students' learning motivation.

3. Authenticity of Writing with AI:

There are differing responses regarding the authenticity of writing using AI, with 50% of respondents agreeing that AI-written content is less authentic. This indicates varying views on the authenticity of writing using AI.

4. AI as a Source of Ideas in Writing:

75% of respondents agreed that AI helps students generate ideas in writing, suggesting that writers can explore new ideas or concepts.

5. Critical Thinking in Writing using AI:

65% of respondents agree and 35% disagree that a critical attitude work by using AI supports. this shows that AI facilitates critical thinking and analysis in the writing process.

6. Avoiding Plagiarism with AI:

55% of respondents agreed, with the rest strongly agreeing, that AI helps writers avoid plagiarism. This indicates that AI can be used as an effective tool to ensure the originality of writing.

7. Implementation of Writing Learning with AI in Higher Education:

The majority of respondents (80%) agreed that writing learning using AI should be implemented in higher education. This reflects respondents' confidence in the potential of AI to enhance writing skills in the digital era.

8. Ease of Learning Writing with AI compared to Human Tutoring:

60% of respondents stated that learning writing using AI is easier to understand than learning with a tutor/human. This indicates that AI offers an effective and easily understandable learning approach in writing education.

9. AI in Improving Academic Writing Quality:

The majority, 70% of respondents, agreed that AI helps improve academic writing, while 30% disagreed or found academic writing quality using AI to be less satisfactory.

10. AI as a Discussion Tool in Writing Learning:

The majority of respondents (75%) strongly agreed that AI is a good application for discussing writing. This indicates that AI can provide varied information as a platform for discussing writing ideas and techniques effectively.

Positive perception and motivation, worries about authenticity, the role of AI as a writing aid, and the integration of AI in higher education are the key conclusions that come out of the aforementioned research. First is good Perception and Motivation: Most students had good reactions when using AI QuillBot to practice writing in English. This favorable opinion suggests that students find AI QuillBot to be encouraging and helpful in developing their writing skills. Students appear to be more motivated, which implies that AI tools such as QuillBot help students learn more effectively overall, in addition to helping them with writing.

The second is Authenticity Concerns: Although QuillBot is generally regarded favorably, there are worries about the authenticity of writing when utilizing it. A sizeable segment of participants voiced skepticism regarding the legitimacy of content produced by artificial intelligence. This emphasizes the need for further explanation and conversation about how AI may assist with writing assignments while preserving the originality and integrity of the written work.

The use of AI as a writing tool is the third. The findings indicate that the students view QuillBot's AI as a source of concepts that help with writing-related critical thinking. Furthermore, most respondents concur that QuillBot's AI reduces plagiarism and raises the standard of academic writing. These findings imply that AI tools can be a useful tool for writing assignments, helping students come up with ideas, enhancing their capacity for critical thought, and guaranteeing the uniqueness and caliber of their work.

The final one is AI Integration in Higher Education. The incorporation of AI QuillBot in higher education environments was endorsed by most of the respondents. This suggests that students are becoming aware of how AI technology might improve writing education and help students write better in academic contexts. To address issues and determine the best ways to include AI tools like QuillBot into the curriculum, more study and debate are necessary.

## CONCLUSION

Based on the analysis of the questionnaire data provided by the respondents, it can be concluded that AI has the potential to become a learning tool in enhancing their writing skills. AI can assist writers in finding ideas, improving critical thinking, avoiding plagiarism, and enhancing the academic quality of their writing. Therefore, the implementation of AI in writing learning in higher education can be an effective solution to improve the quality of writing education. Within the scope of higher education, the integration of AI learning is expected to be incorporated into the education curriculum to adapt to the advancements of the digital era, enabling the learning process to be effective and efficient. Further research is hoped to be conducted to provide a deeper understanding of the effectiveness of AI in writing learning and contribute to the development of more solution-oriented and modern learning methods.

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