



Citation: Corcuera, L. C., (2024). Uncovering QuillBot: Filipino senior high school students' experiences and factors influencing its use in enhancing language writing skills. *International Journal of Scholars in Education*, 7(2), 67-81. <https://doi.org/10.52134/ueader.1497368>

Uncovering QuillBot: Filipino Senior High School Students' Experiences and Factors Influencing Its Use in Enhancing Language Writing Skills*

Lovely C. CORCUERA**

Abstract: English is the second language in the Philippines and is imperative in the contemporary global landscape. However, the rise of artificial intelligence (AI) compelled educational institutions to explore its implications. One is the QuillBot, which provides learners with an opportunity for academic output with enhanced grammar, vocabulary, and writing coherence. Despite its innate negative notion, various AI-powered language learning tools became the learners' reliable friends in improving their academic writing skills. Thus, this study aimed to explore Filipino senior high school learners' experiences and the factors affecting their utilization. This study utilized a qualitative research design and Saldaña's (2009) coding process to analyze the data gathered. Findings revealed various benefits and drawbacks of QuillBot for learners' language writing skills. The learners highlight the features that helped improve their writing skills and the possibility of overreliance on it. On the other hand, the COVID-19 pandemic, to make writing more convenient and faster, and avoiding plagiarism are the factors that emerged from the analyzed data. The pedagogical implications of incorporating the AI-powered tool QuillBot into the curricula should be investigated, emphasizing the possibility of combining AI tools with traditional teaching methods in improving the English language skills balanced with learners' critical thinking skills.

Keywords: Artificial Intelligence, English language, QuillBot, Writing Skills.

*This study was presented at the 20th Annual CamTESOL Conference on English Language Teaching, Institute of Technology Cambodia (ITC) Phnom Penh, Cambodia, 23rd-25th February 2024.

** Learning Facilitator, UST Angelicum College, ORCID: 0000-0002-9597-778, lovelycorcuera@gmail.com

Introduction

Language is a skill; thus, to be proficient in using the language, one must first learn the skills of language (Bora, 2023). These skills are listening, speaking, reading, and writing. All of those are needed to develop effective communication skills. Mastery of these skills improves learning at the personal, academic, and professional levels. For instance, listening and speaking are interrelated to develop oral communication, while reading and writing help develop written communication (Sadiku, 2015). However, focusing on all these skills might dilute the research focus within the given time and resources. Although these skills are all vital, this study focused only on writing skills to provide more in-depth analysis. With that in mind, it is essential to first delve into the definition of writing.

Wilson (2022) simply defined writing as the “expression of thoughts.” Writing is one of the essential skills that learners must acquire in language learning. It allows the learners to communicate their ideas, opinions, and experiences to others. However, several studies believed that writing is a difficult skill to master (e.g., Amyatun & Kholis, 2023; Bora, 2023; Chui, 2022; Fitria, 2021; Hiều et al., 2022; Ishnazarovna & Krimpas, 2022; Jaladara et al., 2023). Given this situation, teachers are extending efforts to help students learn to write effectively.

However, another aspect requires consideration. The introduction of Artificial Intelligence (AI) brought opportunities and challenges to different sectors of society. One that is greatly affected by AI is the educational sectors. It is a fact that learning priorities in schools shift in response to societal and economic developments. Since then, the applications and principles of traditional teaching and learning have changed due to the advancement of technology. AI, for instance, brings the conventional way of writing instruction a second thought. Thus, experts urged educational sectors to improve the curriculum and provide frameworks where 21st-century learners can effectively engage, relate, and maximize their writing skills.

Although writing teachers started incorporating technology in the classroom, AI-powered tools catapulted them to rethink their teaching strategies. QuillBot, an AI-powered writing tool, is one of the known online writing tools that aim to assist users in creating a coherent sentence and improving overall writing quality (Singh, 2023). QuillBot is an inevitable writing tool that learners can make use of anytime and anywhere. Despite its innate negative notions (e.g., Barreiro Jr., 2023; Jamal, 2023; Reuters, 2023), students, sometimes even teachers and other professionals, make use of this writing tool.

However, limited research has been conducted to explore students' lived experiences and the factors that influenced them to use the AI-powered tool QuillBot (Kurniati & Fithriani, 2022; Xuyen, 2023; Raheem et al., 2023). Therefore, the purpose of this study is to look at the students' real-life experiences and the factors that impact their use of QuillBot. Doing this research will help the researcher understand and gain knowledge on how AI writing tools like QuillBot help students move forward into academic success. Furthermore, one cannot deny its potential in moving toward modern education.

Literature Review

Artificial Intelligence in Education (AIEd) in the Philippines

The origins of artificial intelligence can be traced back to philosophy, fiction, and imagination (Pothen, 2021). Based on the book “Learning Outcomes of Classroom Research” by Karthikeyan et al. (2021), it can be inferred that Artificial Intelligence (AI) started from the idea of computers acting and behaving like humans. In 1956, John McCarthy, one of the

founding fathers, coined the term during the Dartmouth conference that gained the attention of the researchers. AI is gaining attention as it revolutionizes how different societal sectors work, especially in education.

Additionally, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2023) sees AI as a potential tool that will help to address the most pressing educational concerns towards the success of Sustainable Development 4 (SDG 4). However, despite its promising human-like performance, AI is not without challenges. Some research explored the pros and cons of AI in education (e.g., Al-Tkhayneh et al., 2023; Ghosal, 2023; Idroes et al., 2023; Kengam, 2020). Moving forward, these serve as the starting point in which educational sectors should address the issues and craft policies, guidelines, or frameworks towards future ready learning.

So far, many countries have started to plan and invest in the development of AI (Fatima et al., 2021; Vaintrob, 2023). The Philippines is not an exception to this. According to Ibrahim (2022), lead convenor of the Alliance for Technology Innovators for the Nation (ATIN), the Philippines is not left behind and is in the middle of the action. In addition to this, the University of the Philippines (UP) is the first Philippine university to craft guidelines for 'responsible' AI use.

Despite the digital technology divide in the Philippines (e.g., Samortin et al., 2022), the notion of cheating and plagiarism (e.g., Ahmadi, 2020; Chandler, 2019; Peytcheva-Forsyth, 2018; Torres Diaz et al., 2021), hesitations of students and teachers to use AI (e.g., Barreiro Jr., 2023; Jamal, 2023; Reuters, 2023), the issues on digital skills readiness (World Economic Forum (WEF), 2020, as cited in Estrellado & Miranda 2023), etc. the educational sectors in the Philippines have positive view on it. The problem relies on how well the educational sectors incorporate this in the classroom setting. Thus, this study may shed light on how students view QuillBot and the factors that affect them to use it.

AI-Powered Writing Tool QuillBot

In 2017, Rohan Gupta and his co-founders David Silin and Anil Jason created QuillBot based on the belief that "learning and applying knowledge is more important than the mechanical aspects of writing" (QuillBot, n.d.). That is, writers or users may focus on what to write rather than how to write it. When it was first introduced, founders noted that people loved QuillBot, although the first version had poor quality (Ness Labs, 2023). In 2022, QuillBot gained attention with over 150 million users (Sahu, 2024). Based on the same statistics, the Philippines is one of the top 5 that have QuillBot accounts (Sahu, 2024).

QuillBot is an AI-powered writing tool that assists students in paraphrasing, summarizing, correcting grammar, plagiarism checker, translation, and citation generator. It has two available versions: free access and premium access. Baron et al. (2023) clearly explained the differences between the two available versions. Whether free or paid, many students find it helpful in improving their writing tasks (Amyatun & Kholis, 2023) and that it provides user-friendly writing features (Kurniati & Fithriani, 2022). Furthermore, different researchers found students' positive views on QuillBot (Baron et al., 2023; Hi u et al., 2022; Kurniati & Fithriani, 2022; Nurmayanti & Suryadi, 2023; Rahmani, 2023; Xuyen, 2023). This is a good indication that QuillBot may increase students' motivation and academic performance.

Furthermore, some researches claimed QuillBot helped improve grammar (Baron et al., 2023; Hi u et al., 2022; Mohammad et al., 2023). For instance, Baron et al. (2023) conducted a quantitative method and survey design to 35 students, which aims to improve students'

grammar skills using the QuillBot. The researchers concluded that QuillBot is useful in improving students' grammar skills.

Furthermore, some research revealed that Quillbot helped increase students' vocabulary and motivation (Jaladara et al., 2023; Mohammad et al., 2023; Mohammad et al., 2021) and helped save time in the academic writing process (Jaladara et al., 2023). On the contrary, some research noted its negative impact, such as students' dependency (Jaladara et al., 2023) and the importance of learning the basics of the English language (Fitria, 2021).

As popular as it is in the contemporary world, limited research has been conducted to explore students' lived experiences and the factors that influenced them to use the AI-powered tool QuillBot, especially in the Philippine context (Xuyen, 2023). Thus, this research is carried out to elucidate the possibilities QuillBot may offer to the educational sector, specifically to learners and teachers.

Exploring students' experiences using QuillBot and discovering the factors that influenced them to use it may provide valuable insights into their motivation, learning processes, and perceived writing effectiveness. Those insights may also reveal potential areas for enhancing educational technology integration. Furthermore, 21st-century education emphasizes a learner-centered approach, thus vital in assessing students' perspectives and assisting them towards future-ready learning. Consequently, this study aims to answer these two research questions: (1) What are the lived experiences of students in utilizing QuillBot? and (2) What factors have influenced the students to use QuillBot?

Methodology

Research Design

This study utilized a qualitative research design to explore participants' experiences and the factors affecting their decisions to use QuillBot. This research design helped highlight participants' experiences using QuillBot's free features: paraphrasing, plagiarism checker, and grammar checker. It also helped the researcher to understand and analyze their experiences (Creswell, 2014). Additionally, the study layout has sturdy philosophical foundations and typically involves completing interviews (Giorgi, 2009; Moustakas, 1994).

With that in mind, the study employed a semi-structured interview to gather the data. This provided the participants with an opportunity to share their experiences and thoughts about QuillBot. The flexibility of the semi-structured interview allows the researcher to ask follow-up questions, which may lead to a more detailed understanding of their experiences and the factors that affect their use of QuillBot in their academic writing tasks (Creswell, 2014).

Participants and Locale

This study is conducted in one of the private Universities in Manila, Philippines, during the second semester of the school year of 2022-2023. The researcher had easy access to the data collected from the student researchers, which was the reason for conducting the research at this university. This university offers three tracks (academic, sports, and Technical-Vocational-Livelihood). Under the academic track is the Science, Technology, Engineering, and Mathematics (STEM) Strand, which is where the respondents come from.

The researchers chose ten participants based on the criteria. The participants must be enrolled in this university for grade 11, five males and five females, aged 16 to 19, and use

QuillBot for their academic writing text for at least six months. The researcher used code names such as PA, PB, etc., to protect the identity of the respondents. Table 1 below illustrates the background of the respondents.

Table 1
Respondent's Background

Code Name	Age	Gender	No. of Months/Year of Using QuillBot
PA	16	Female	2 Years
PB	17	Female	1.5 Years
PC	17	Female	8 Months
PD	17	Female	2 Years
PE	17	Female	1.5 Years
PF	16	Male	2 Years
PG	16	Male	3 Years
PH	16	Male	2 Years
PI	17	Male	2 Years
PJ	17	Male	2 Years

Data Collection and Ethical Considerations

In data collection, the researcher's students initially gathered the data. This data collection allowed them to engage directly in the research process. Since the data do not belong to the researcher, the researcher asked for consent from the student researchers to use the collected data and ensured use with different aims.

The student researchers utilized a semi-structured interview to explore students' experiences and to create a free-flowing conversation with the participants. The student researchers initially created the interview questions. The researcher guided the students in developing and enhancing the interview questions. Moreover, three experts in the field of research validated the interview questions to ensure their clarity and reliability. Also, this process helped to ensure that the questions were unbiased, appropriate, and effective in capturing relevant information about the participants' experiences in using QuillBot.

In the data collection, the student researchers asked the participants to sign a consent form indicating that they agreed to participate and to publish their responses. The student researchers informed the participants about the nature, aims, and interview questions beforehand. Furthermore, they recorded the one-on-one interview sessions. The student researchers transcribed everything in Microsoft software and deleted the recorded interviews after transcribing. The researcher oversaw the whole data-gathering procedure to ensure its accuracy. With that, the researcher did the manual data analysis and had it audited for validity. Furthermore, the researcher ensured to maintain the participant's confidentiality and utmost secrecy in compliance with the Republic Act No. 10173, also known as the Data Privacy Act of 2012.

Data Analysis

The researcher used Saldaña's (2009) descriptive and vivo coding methods in the initial step. In the second step, the researcher used pattern coding to identify the themes. This method helped the researcher uncover common ideas or patterns and associate them with observable themes, making it easier to analyze all of the data received from participants (Saldaña, 2009).

Furthermore, this qualitative research approach offers valuable insights into individuals' lives and viewpoints (Saldaña, 2009). The table below shows the process of analysis using Saldaña's (2009) coding process.

Table 2
Coding Process

Research Questions	Themes	Initial Codes	Sample Responses
RQ 1. Student's Experiences	Benefits	Ease of use	“It is really easy to use because you can actually see the buttons if you visit the site; you can immediately use it, and it is organized. You [will easily recognize] what those buttons are: for summarizing, paraphrasing, etc. It somehow makes QuillBot a user-friendly.” (PH)
	Drawbacks	Excessive Reliance on QuillBot	“I'll start with the disadvantages. It made me rely on it because sometimes I don't use my knowledge [for constructing grammar or paraphrasing] while using this application. I tend to just give the task to QuillBot.” (PG)
RQ 2. Factors Influence the use of QuillBot	Pandemic Time	Started to use because of Covid-19	“The first time I used QuillBot was in grade 9 because of Covid-19. [Therefore], I relied too much on QuillBot because it to help me with my schoolwork. I needed to learn on my own, which was hard for me, but QuillBot has helped me with my assignments.” (PA)
	Avoiding Plagiarism	To avoid plagiarism	“It was [helpful], especially for our research, since we are using it for paraphrasing and checking for plagiarism. It is fast and easy to use, and the constructed sentences that it creates are amazing. So, to avoid plagiarism, we use this app.” (PF)

Findings and Discussion

This study explored Senior High School students' experiences and examined different factors influencing students to use QuillBot in their academic writing. AI-powered tools like QuillBot made educational institutions rethink the teaching and learning process. Therefore, it is reasonable to look at students' points of view, given that cheating and plagiarism have become the number one concern of teachers. Exploring students' experiences and the factors that affect their use of QuillBot would help to understand their learning motivation, learning processes, and perceived writing effectiveness. The study findings revealed how students perceived QuillBot and how it assisted their writing journey. The following discusses the study findings and discussion based on the research questions posted in the previous section.

Research Question No. 1. (RQ1) What are the lived experiences of students in utilizing QuillBot?

Based on the analyzed data, learners highlighted on their lived experiences the benefits and drawbacks of QuillBot. Two themes emerged under benefits: ease of use and improved learners' academic writing skills, output, and grades. On the other hand, students are concerned about relying too much on QuillBot, and inappropriate terms appear in the generated texts. The following section discusses these themes.

Benefits

The first theme that emerged is the ease of use. Students believed that QuillBot is easy to use or navigate. They do not have any trouble accessing it using their phones or gadgets, and that little effort is needed to understand how it works. For instance, PH and PI emphasized the features of QuillBot that help them to paraphrase or summarize the texts.

“It is really easy to use because you can actually see the buttons if you visit the site; you can immediately use it, and it is organized. You [will easily recognize] what those buttons are: for summarizing, paraphrasing, etc. It somehow makes QuillBot a user-friendly.” (PH)

“It is indeed easy to use because you can click on the words you want to change to make them more beautiful. Then there is something at the top of the paraphrasing tool if you want it to be standard, fluent, or the other options available that can help you better with what you want to convey to your readers.” (PI)

If one visits the QuillBot website, they might share the same sentiment. Based on the findings, learners find QuillBot's feature easy to navigate. They did not encounter problems accessing and using the website. This finding is consistent with the results of Kurniati and Fithriani (2022) and Amyatun and Kholis (2023), where one of the benefits highlighted is its user-friendly writing features. Additionally, this finding is consistent with the systematic review of Raheem et al. (2023), where they emphasized the different features of QuillBot that assist students in their academic writing. Looking at the other view, this may be attributed to learners' acquired knowledge on navigating and accessing technology since 21st-century learners are exposed to technology. Additionally, using technology has been part of education since it was introduced, so there is no surprise that learners would be able to access it without challenge.

The second theme pertains to learners' claim that QuillBot helped improve their academic writing skills, output, and grades. It has assisted them in summarizing, paraphrasing, and verifying grammar, allowing them to accomplish necessary writing tasks. PE and PF shared how QuillBot helped them improve their writing skills:

“Yes. It sounds like you can explore more synonyms about that term, expound it more, and make your output [look] more professional or creative in some way. That has helped me a lot in my academic writing tasks.” (PE)

“... the words that I asked QuillBot to [paraphrase] are not very usual [to me]. It is too [unfamiliar], so of course, when paraphrasing, QuillBot will give me words that are more [easy to understand], which sounds good to read and it is easy to use wherever I need it.” (PF)

In relation to that, some students believe that QuillBot has helped them enhance their grammar skills and improve their English vocabulary. Most students stated they learn by analyzing the paraphrased, enhanced text, or summarized materials.

“Yes, it enhanced my knowledge of grammar skills. It's like I need to improve my skills to understand it. You can improve your grammar or correct it when you check it in QuillBot, and it is like you have a guide. It guides, corrects, and can improve your skills, so when you do it yourself, you already know what to do.” (PI)

“For me, yes. It improves my academic writing skills, because I analyze the paraphrased sentences, so I also learn what needs to do or what needs to change or other words that can also be used.” (PD)

“Yes, I think my writing skills improved. I find it stepping stone to improve or widen my vocabulary, and it comes to different terms so I can use it for other academic works or outputs.” (PE)

Additionally, most of the participants mentioned that they often use QuillBot to paraphrase, avoid plagiarism, and summarize a text. Indeed, QuillBot offers different features that help them in their academic writing. PJ and PD emphasized how QuillBot helped to improve their academic writing and grades. To wit:

“QuillBot really helps me to organize my grammar and paraphrase my essay in a more orderly way. Because of this, I seem to get high grades, especially in English and Science, because there are many essays in these subjects. It makes my output more beautiful because most of the words suggested by QuillBot are much better than the words I use.” (PJ)

“Yes. Since I've used QuillBot, my sentences have better structures in my essays or academic writing, so I get higher grades.” (PD)

Improved learners' academic writing skills, output, and grades are other themes that emerged from the findings. Similarly, Xuyen (2023) also emphasized the positive effect of QuillBot on students' paraphrasing skills. Furthermore, learners had a favorable view of QuillBot in English, which significantly enhanced their writing skills (Amyatun & Kholis, 2023; Hi u et al., 2022; Jaladara et al., 2023; Kurniati & Fithriani, 2022). Additionally, the writing productivity of students significantly improved with the help of QuillBot (Ellerton, 2023; Kurniati & Fithriani, 2022; Nurmayanti & Suryadi, 2023; Shabbir, 2023). The positive feedback and impact of it on learners' writing skills, output, and grades can also be attributed to its features. Despite using the free version, it provides several possibilities for students to improve their grammar and vocabulary, resulting in improved ratings.

Drawbacks

One of the preeminent drawbacks of QuillBot based on students' responses is excessive reliance on it. Most students admitted that they sometimes rely on QuillBot whenever they have writing activities or assignments. For example, PG and PB made it plain how much they relied on it.

“I'll start with the disadvantages. It made me rely on it because sometimes I don't use my knowledge [for constructing grammar or paraphrasing] while using this application. I tend to just give the task to QuillBot.” (PG)

“Sometimes, yes. I have moments [when I rely] too much on QuillBot [and] mostly when writing my answers. Whenever we need to write, the first thing that will come to my mind is to use QuillBot. It makes me at ease.” (PB)

Similarly, some studies are concerned with the potential risks of learners' overreliance on QuillBot (Gayed et al., 2022; Raheem et al., 2023; Zhai, 2022). This study and of Jaladara et al. (2023) proved that learners rely on it whenever they have academic writing tasks. On the contrary, there are some students who are aware of the potential risk of relying too much on QuillBot. Most would highly recommend it with other students, albeit with conditions. Thus, this may imply that even if they use QuillBot to generate enhanced academic writing, they can control themselves whenever they have the notion of relying on it. Therefore, the teacher's guidance is vital in this part. PC and PJ noted how helpful this tool is and the imminent risks of it. To illustrate:

Uncovering QuillBot: Filipino SHS student's experiences and factors influencing its use in enhancing language writing skills

"For me, I think there are no disadvantages to using this app, but for my fellow students [who] use this application and rely on it so much that they are not learning anymore." (PC)

"We know that not all students are fluent in the English language, so there are many of us who don't know words. With QuillBot, we can [find out] many different words that are synonymous with the words we know. I recommend it, but just don't rely too much on it where you just copy and paste it in QuillBot." (PJ)

The next theme points out inappropriate terms that appear in the generated texts. Just like any other AI tool, QuillBot has its flaws. PA, PD, and PE mentioned that there are words that are inappropriate in the sentence. Sometimes, it changes the context of the text, thus they need to double-check the paraphrased texts.

"Even though QuillBot has paraphrased or fixed the grammar, some words don't jibe with the sentence. So, I need to reread and edit it." (PA)

"I still analyze the texts that appear on QuillBot since, as I mentioned, sometimes QuillBot changes the context of the essay, so you still need to check it." (PD)

"I must check the whole output [because] even though they changed some other words, there are cases that a term doesn't [fit] in my sentence or the concept of my essay." (PE)

The findings are consistent with Fitria (2021), Chui (2022), Cavaleri and Dianati (2016), and Park (2019). Just like humans who make mistakes, it is unrealistic to expect these advancements to be error-free (Bozkurt, 2023). On a lighter note, participants in this study appear to have enough understanding of how the English language works, which may be attributed to their prior knowledge. With that in mind, learners must still understand the fundamentals of the English language to evaluate the enhanced texts. QuillBot does not generate text, so it will not help the users without the slightest idea of constructing simple English sentences.

In summary, like any other technological advancement, QuillBot may assist in correcting, paraphrasing, and summarizing students' writing output because of its features, but it might also post some disadvantages. To avoid these, basic knowledge about creating sentences and background knowledge about the concepts are also vital when using QuillBot. Additionally, students should be equipped with the necessary skills to determine technological flaws. Moreover, students still need to develop critical thinking and creative skills to equip them for this kind of error.

Research Question No. 2. (RQ2) What factors have influenced the students to use QuillBot?

Exploring the factors that influenced the students to use the QuillBot is essential as it opens an opportunity to understand why students led to utilizing it, how to improve this practice ethically, and how it affects society in a larger sense. Based on the analyzed responses from the students, three factors emerged: the COVID-19 pandemic, to make writing easier and faster and avoiding plagiarism.

During the pandemic time, teaching and learning migrated to distance learning. COVID-19 indeed intensified digitalization in the academic institution. The results of this study proved this again, wherein students mentioned that they discovered QuillBot during the

pandemic. They had the opportunity to search for a tool that help them with their academic work. PF, PA, and PB explained how they discovered this tool during the pandemic:

“Since the pandemic began and online classes have been made, I started to use QuillBot. I use QuillBot, but not very often. I only use it sometimes. And yes, it's good to use QuillBot before. It has helped me a lot.” (PF)

“The first time I used QuillBot was in grade 9 because of Covid-19. [Therefore], I relied too much on QuillBot because it to help me with my schoolwork. I needed to learn on my own, which was hard for me, but QuillBot has helped me with my assignments.” (PA)

“I've been using the QuillBot since 10th grade, which was during the pandemic. I encountered QuillBot because I've been searching for an app that I can use to paraphrase my answers to my activities.” (PB)

Surprisingly, the findings of this study revealed the pandemic as one of its factors. Distant communication between teachers and students was made possible by technology even in the pre-pandemic era. Given its advantages, it is a reality that distant communication is not always enough to reach students' needs, especially during the pandemic time. It seems that COVID-19 intensified the communication presence divide. Alawamleh (2020) found the negative effects of online learning communication between students and teachers. With this, the pandemic paved the way for students to discover new tools using their gadgets and the internet, which aids in learning and producing the desired academic output.

The second factor that emerged is QuillBot makes students' writing easier and faster. One of the primary goals of AI tools is to make our lives easier and to produce an output within a few clicks. QuillBot has this feature. PC mentioned that when the activities piled up and PC likes to do assignments on time, PC always used QuillBot to create an error-free essay and to verify grammar.

“When my tasks have piled up already, and especially when it's all about constructing error-free essays and English grammar, I use QuillBot. It saves a lot of my time.” (PC)

“I will recommend QuillBot to other students because not everyone can really [write] good essays. They can use QuillBot to make their writing process easier and faster. With just a few clicks, you'll get the desired writing output.” (PD)

Some studies acknowledge the characteristic of QuillBot as making writing uncomplicated and faster (Amyatun & Kholis, 2023; Fitria, 2021; Jaladara et al., 2023; Nurmayanti & Suryadi, 2023; Xuyen, 2023). Making life easier seems to be the motto of the AI-powered tool QuillBot. In a broader sense, it offers an opportunity to do things quickly and make it convenient for its users. Despite the errors and drawbacks, it is undeniably helpful for the participants.

The last factor that affects the students to use QuillBot is to avoid plagiarism. There is vast information on the internet. Students look for a way to get ideas without plagiarizing the original content. Thus, they resorted to using QuillBot for academic writing.

“It was [helpful], especially for our research, since we are using it for paraphrasing and checking for plagiarism. It is fast and easy to use, and the constructed sentences that it creates are amazing. So, to avoid plagiarism, we use this app.” (PF)

“QuillBot was very helpful, especially for us students working on our research. It will help them to avoid plagiarism and errors. It also helps us get citations, which is why I like it.” (PG)

Information now can be reached with just few clicks; thus, the issue of plagiarism became prevalent as well. Salvagno et al. (2023) raised ethical considerations whenever learners use AI for academic purposes. Also, teachers are highly concerned about academic dishonesty brought about by AI (Mohammadkarimi, 2023). However, the study participants seem aware that plagiarism is a crime in academic writing. Thus, students resorted to using the paraphrasing and plagiarism checker (for premium) of QuillBot.

In summary, students tend to use QuillBot because of the communication divide between teachers and students during the pandemic, to make writing easier and faster and to avoid plagiarism. Furthermore, it can be garnered from the findings that as long as students are aware of their limitations and know how to utilize QuillBot, or AI in general, teachers do not need to worry as long as they are equipped with the necessary skills to handle these circumstances. On the other hand, learners must be aware that paraphrasing does not mean they did not plagiarize the content and still need to cite the sources.

Conclusion

This study was conducted to highlight students' real-life experiences and reveal factors that affect students' use of QuillBot, an AI-powered writing tool. Doing this allows us to view how students perceive online writing tools and their motivations for utilizing them. This study shed light on how students positively view QuillBot as a potential assistant in constructing their academic writing tasks. However, study findings also revealed students' overreliance on it and the occasional errors carried out by QuillBot. Although the study does not mean to generalized, it is worth noting that students must maintain vigilance on the enhanced texts that appeared in the QuillBot. Therefore, it is essential to know the fundamentals of the English language.

Furthermore, the COVID-19 pandemic, making writing convenient and faster, and avoiding plagiarism emerged as factors that influenced learners to use QuillBot. Despite the negative notions (such as overreliance and occasional errors) about QuillBot, students still use it and cannot deny its immense potential to assist them in moving toward modern education.

On the other hand, this study allowed students to express their thoughts about QuillBot. Although the study does not intend to make broad generalizations, it aims to contribute to ongoing discussions about how AI-powered writing tools like QuillBot assist students with their writing tasks and how it helps to enhance their writing skills. Additionally, this study may help to improve educational practices due to technological innovations and improve awareness about the potential risks and benefits of using such tools.

Limitations of the Study and Suggestions

The study does not mean to generalize due to its limitations, but if society embraces AI-generated products, it would be helpful if students were well-informed about the responsible utilization of AI tools, specifically QuillBot. Furthermore, adopting QuillBot or AI, in a larger sense, may require trust and critical thinking. It is possible that people will consider participating in this innovation. Thus, this study wanted to emphasize the importance of getting involved in the conversation to minimize the potential risks and address the issues concerning QuillBot. Furthermore, concerned institutions, especially educational institutions, may continue

exploring, innovating, and maximizing the potential of QuillBot in assisting students with their writing tasks.

Due to study limitations such as limited participants and time constraints in conducting the study, researchers may further investigate the pedagogical implications of incorporating the AI-powered tool QuillBot into the curricula, emphasizing the possibility of combining AI tools with traditional teaching methods in improving the English language skills balanced with students' critical thinking skills. Additionally, future researchers may conduct a similar study to a larger audience, exploring QuillBot empirically, teachers' views about Quillbot, and ethical issues and how they must be addressed. Doing this would help create future-ready learning where 21st-century students can effectively engage, relate, and enhance their writing skills.

References

- Ahmadi, H. (2020). Cheating in education; A focus on plagiarism. https://www.researchgate.net/publication/344653140_Cheating_in_Education_A_Focus_on_Plagiarism
- Alawamleh, M., Al-Twait, L. M., & Al-Saht, G.R. (2020). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Education and Development Studies*, 11(2), 380-400. <https://doi.org/10.1108/aeds-06-2020-0131>
- Al-Tkhayneh, K.M., Alghazo, E. M., & Tahat, D. (2023). The advantages and disadvantages of using artificial intelligence in education. *Journal of Educational and Social Research*, 13(4), 105-117. <https://doi.org/10.36941/jesr-2023-0094>
- Amyatun, R.L., & Kholis, A. (2023). Can artificial intelligence (AI) like QuillBot AI assist students' writing skills? Assisting learning to write texts using AI. *English Language Education Reviews*, 3(2), 135-154. <https://doi.org/10.22515/elereviews.v3i2.7533>
- Baron, G., Lorenzo, C., & Benoît, D. (2023). Students' perception on the use of QuillBot to improve grammar. *Lingeduca Journal of Language and Education Studies*, 2(3), 250-265. <https://doi.org/10.55849/lingeduca.v2i3.547>
- Barreiro, V., Jr. (2023). *Beyond ChatGPT: How students and educators grapple with AI in the classroom*. <https://www.rappler.com/technology/features/beyond-chatgpt-how-students-educators-grapple-artificial-intelligence-classroom>
- Bora, P. (2023). Importance of writing skill to develop students' communication skill. *Journal for Research Scholars and Professionals of English Language Teaching*, 7(35), 1-6. <https://doi.org/10.54850/jrspelt.7.35.009>
- Bozkurt, A. (2023). Generative artificial intelligence (AI) powered conversational educational agents: The inevitable paradigm shift. *Asian Journal of Distance Education*, 18(1), 198-204. <https://doi.org/10.5281/zenodo.7716416>
- Cavaleri, M., & Dianati, S. (2016). You want me to check your grammar again? The usefulness of an online grammar checker as perceived by students. *Journal of Academic Language & Learning*, 10(1), A223–A236.
- Chandler, S. (2019). *How technology is being used by students to cheat on tests*. <https://www.forbes.com/sites/simonchandler/2019/09/11/how-technology-is-being-used-by-students-to-cheat-on-tests/?sh=2f406ce384fa>
- Chui, H. (2022). The QuillBot grammar checker: Friend or foe of ESL student writers? *Journal of Creative Practices in Language Learning and Teaching (CPLT)*, 10(1), 10-31. <https://cplt.uitm.edu.my/v1/images/v10n1/Article2.pdf>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.) Sage.
- Ellerton, W. (2023). The human and machine, 2022-23: Open AI, ChatGPT, QuillBot, Grammarly, Google, Google Docs & Humans. *Visible Language*, 57(1), 38-52.

- Estrellado, C. J. P., & Miranda, J. P. (2023). Artificial intelligence in the Philippine educational context: Circumspection and future inquiries. *International Journal of Scientific and Research Publications*, 13(5), 16-22. <https://doi.org/10.29322/ijsrp.13.05.2023.p13704>
- Fatima, S., Desouza, K. C., Dowson, G. S., & Denford, J. S. (2021). Analyzing artificial intelligence plans in 34 countries. *Brookings*. <https://www.brookings.edu/articles/analyzing-artificial-intelligence-plans-in-34-countries/>
- Fitria, T. N. (2021). QuillBot as an online tool: Students' alternative in paraphrasing and rewriting of English writing. *Englisia: Journal of Language, Education and Humanities*, 9(1), 183-196. <https://doi.org/10.22373/ej.v9i1.10233>
- Gayed, J. M., Carlon, M. K. J., Oriola, A. M., & Cross, J. S. (2022). Exploring an AI-based writing assistant's impact on English language learners. *Computers & Education: Artificial Intelligence*, 3, 100055. <https://doi.org/10.1016/j.caeai.2022.100055>
- Ghosal, B. (2023). Pros and cons of artificial intelligence in education: A review. In C. Krishnan, M. Babbar, & G. Singh (Eds.), *Digital transformation in education: Emerging markets and opportunities* (pp. 46-62). Bentham Science. <https://doi.org/10.2174/9789815124750123010007>
- Giorgi, A. (2009). *The descriptive phenomenological method in psychology: A modified Husserlian approach*. Duquesne University Press.
- Hiếu, B. V., Huy, H. M., & Hàng, C. T. T. (2022). Employing the QuillBot application in order to sharpen paraphrasing skills in writing academic essays for English - Majored students at the school of foreign languages -Thai Nguyen University. *TNU Journal of Science and Technology*, 227(13), 116-124. <https://doi.org/10.34238/tnu-jst.6717>
- Ibrahim, M. (2022). Artificial intelligence in the Philippines. <https://mb.com.ph/2022/08/16/artificial-intelligence-in-the-philippines/>
- Idroes, G. M., Noviany, T. R., Maulana, A., Irvanizam, I., Jalil, Z., Lenoni, L., Lala, A., Abas, A. H., Tallei, T. E., & Idroes, R. (2023). Student perspectives on the role of artificial intelligence in education: A survey-based analysis. *Journal of Educational Management and Learning*, 1(1), 8-15. <https://doi.org/10.60084/jeml.v1i1.58>
- Ishnazarovna, M. N., & Krimpas, P. G. (2022). The importance of improving writing competence in teaching English to students in higher education. *International Journal of Early Childhood Special Education*, 14(2), 3479-3486. <https://doi.org/10.9756/int-jecse>
- Jaladara, A. R., Jafar, M. B. & Salija, K. (2023). QuillBot web-application: Utilizing online technology on academic writing at an Indonesian Islamic higher education. *Celebes Journal of Language Studies*, 3(2), 275-284. <https://doi.org/10.51629/cjls.v3i2.152>
- Jamal, A. (2023). The role of artificial intelligence (AI) in teacher Education: Opportunities & challenges. *International Journal of Research and Analytical Reviews*, 10(1), 139-146.
- Karthikeyan, J., Hie, T. S., & Jin, N. Y. (Eds). (2021). *Learning outcomes of classroom research*. L Ordine Nuovo Publication.
- Kengam, J. (2020). Artificial intelligence in education. <http://dx.doi.org/10.13140/RG.2.2.16375.65445>
- Kurniati, E., & Fithriani, R. (2022). Post-graduate students' perceptions of QuillBot utilization in English academic writing class. *Journal of English Language Teaching and Linguistics*, 7(3), 437-451. <https://doi.org/10.21462/jeltl.v7i3.852>
- Mohammad, T., Alzubi, A. A. F., Nazim, M., & Khan, S. I. (2023). Assessing the effectiveness of QuillBot-mediated instruction in enhancing EFL students' paraphrasing skills. *Journal of Theoretical and Applied Information Technology*, 101(24), 8349-8357.
- Mohammad, T., Nazim, M., Alzubi, A. A. F., & Khan, S. I. (2021). Examining EFL students' motivation level in using QuillBot to improve paraphrasing skills. *World Journal of English Language*, 14(1), 501-510. <https://doi.org/10.5430/wjel.v14n1p501>

- Mohammadkarimi, E. (2023). Teachers' reflections on academic dishonesty in EFL Students' writings in the era of Artificial Intelligence. *Journal of Applied Learning and Teaching*, 6(2). <https://doi.org/10.37074/jalt.2023.6.2.10>
- Moustakas, C. (1994) *Phenomenological research methods*. Sage.
- Ness Labs (2023) *Building the most powerful AI writing companion with Rohan Gupta, co-founder of QuillBot*. <https://nesslabs.com/QuillBot-featured-tool>
- Nurmayanti, N., & Suryadi (2023). The effectiveness of using QuillBot in improving writing for students of English education study program. *Jurnal Teknologi Pendidikan: Jurnal Penelitian Dan Pengembangan Pembelajaran*, 8(1), 32-40. <https://doi.org/10.33394/jtp.v8i1.6392>
- Park, J. (2019). An AI-based English grammar checker vs. human raters in evaluating EFL learners' writing. *Multimedia-Assisted Language Learning*, 22(1), 112-131.
- Peytcheva-Forsyth, R., Aleksieva, L., & Yovkova, B. (2018). The impact of technology on cheating and plagiarism in the assessment-The teachers' and students' perspectives. *AIP Conference Proceedings*. <https://doi.org/10.1063/1.5082055>
- Pothen, A.S. (2021) Artificial intelligence and its increasing importance. In J. Karthkeyan, T. S. Hie, & N. Y. Jin (Eds.), *Learning outcomes of classroom research*. (pp. 74-81). L Ordine Nuovo Publication.
- QuillBot (no date). <https://QuillBot.com/about>
- Raheem, B. R., Anjum, F., & Ghafar, Z. N. (2023). Exploring the profound impact of artificial intelligence applications (QuillBot, Grammarly and ChatGPT) on English academic writing: a systematic review. *International Journal of Integrative Research (IJIR)*, 1(10), 599-622.
- 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>
- Reuters (2023) Generation AI: Education reluctantly embraces the bots. *Rappler*. <https://www.rappler.com/technology/features/generation-ai-education-reluctantly-embraces-bots/>
- Sadiku, L.M. (2015). The importance of four skills reading, speaking, writing, listening in a lesson hour. *European Journal of Language and Literature Studies*, 1(1), 29-31. <https://doi.org/10.26417/ejls.v1i1.p29-31>
- Sahu, S. (2024). QuillBot users statistics in number 2024. *Productivity side*. <https://productivityside.com/QuillBot-statistics.html>
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. Sage.
- Salvagno, M., Taccone, F. S., & Gerli, A. G. (2023). Can artificial intelligence help for scientific writing? *Critical Care*, 27(1). <https://doi.org/10.1186/s13054-023-04380-2>
- Samortin, M., Corcuera, L. C., Alvarez, Jr., A. V., & Palmero, H. R. (2022). Education and the Pandemic: Examining students' remote learning experiences in the Philippines. *International Journal of Scholars in Education*, 5(1), 1-13. <https://doi.org/10.52134/ueader.1064312>
- Shabbir, U. (2023). *QuillBot vs. Grammarly: Which tool is a better writing assistant?* <https://www.makeuseof.com/QuillBot-vs-grammarly>
- Singh, J. (2023). What is QuillBot, and how to use it? *Cointelegraph*. <https://cointelegraph.com/news/what-is-QuillBot>
- Torres Diaz, J. C., Duart, J. M., Torres Carrion, P. V., & Gutierrez, I. M., (2021). Plagiarism and use of technology by high school students. *Campus Virtuales*, 10(2), 175-184.
- UNESCO. (2023). Artificial intelligence in education. <https://www.unesco.org/en/digital-education/artificial-intelligence>
- Vaintrob, L. (2023). The state of AI in different countries — An overview. BlueDot Impact. <https://aisafetyfundamentals.com/blog/state-of-ai-in-different-countries>.

- Wilson, J. R. (2022). Academic writing. https://wilson.fas.harvard.edu/files/jeffreywilson/files/jeffrey_r_wilson_academic_writing.pdf
- World Economic Forum. (2023). Global competitiveness report special edition 2020: How countries are performing on the road to recovery. <https://www.weforum.org/publications/the-global-competitiveness-report-2020/>
- Xuyen, N. T. (2023). Using the online paraphrasing tool QuillBot to assist students in paraphrasing the source information: English-majored students' perceptions. *Proceedings of the 5th Conference on Language Teaching and Learning*. <https://doi.org/10.21467/proceedings.150.3>
- Zhai, X. (2022). ChatGPT User experience: Implications for Education. *Social Science Research Network* [Preprint]. <https://doi.org/10.2139/ssrn.4312418>