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THE PERCEPTIONS OF CIFS STUDENTS AT WIUT ON THE USAGE OF QUILLBOT IN ACADEMIC WRITING

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Abstract: As the Artificial Intelligence (AI) advances, paraphrasing tool QuillBot becoming more and more popular among students and educators. QuillBot is an innovative tool that supports students by paraphrasing, giving appropriate suggestions, and creating new contents. This research's main objective is to examine the perceptions of students about usage of QuillBot. Throughout the research quantitative data collection method was utilized, and overall opinions of 41 students were analyzed. The results then were provided. Information about most frequently used features of QuillBot were gathered, and negative and positive effects of them were analyzed. In the report information about limitations were provided, and future recommendations were given.

Keywords: Quillbot, WIUT, CIFS students, academic writing, perceptions.

1. Introduction

In competitive universities, writing has become one of the most important parts of students' academic lives. All universities require students to write not only fascinating and strong papers but also without any grammatical mistakes.

QuillBot is a highly advanced AI tool that helps students generate effective content by giving feedback for development, paraphrasing sentences, and even providing new content based on what users input. The primary goal is to explore and find out the perceptions of foundation-year students at Westminster International University in Tashkent about the usage of QuillBot for their written academic assignments. The study aims to identify which features are most beneficial in terms of writing academic reports and to what extent they help to avoid plagiarism. We surveyed 41 CIFS students at WIUT about how effective different aspects of QuillBot, such as paraphrasing, grammar checking, summarizing, and citation generation, are.

2. Literature Review

Overview

The use of QuillBot on academic written assignments has become popular among students, especially first-year students. Several research studies examined to understand the perceptions of students using QuillBot tool which provides paraphrasing, correcting grammar and plagiarism detection. This literature review will present on three key parts: the impact of online paraphrasing tool on the development of academic writing skills, the perceptions of students regarding such tools, and the role of QuillBot in avoiding plagiarism issues.

The Impact of QuillBot on Writing Skills

Paraphrasing tools like QuillBot have become increasingly popular, particularly among students, as their essential contribution to improving the academic writing skills of students. The

increasing significance of it may be related to the growing demand in the academic writing sphere (Mukhroji .M; Dinneen .C; AlMarwani .M). Fitria (2021;2022) observed the usage of QuillBot by EFL students, including undergraduates, helps rephrase complex ideas and concepts with more efficiency. This improves the clarity and coherence of students written assignments. Jayavalan and Razali (2018) state that such paraphrasing tools encourage students' self-learning and self-directed learning by giving suggestions on their written work. After that, students can learn this independently to enhance their writing skills for tasks. Also, Baron, Lorenzo, and Benoît (2023) claims that this tool can motivate students to write more and more, which assists them in developing their academic writing skills over a period of time if they use it with proper instruction.

Student Opinions on QuillBot in Academic Writing

The study by Kurniati and Fithriani was conducted to find out how post-graduate students view QuillBot as an online paraphrasing app for academic writing. Bùi Văn Hiếu, Hoàng Mai Huy, and Hằng (2022) also support that EFL learners from Vietnam have positive expressions of the influence of QuillBot in their writing performances. Research by Sahin and Mete (2021) showed the study about opinions of 56 undergraduate students from University Tanjungpura who used QuillBot in their writing class. Results of research revealed that 33 participants confirmed that QuillBot assisted them in English writing effectively. Abdelli (2023) conducted study to improve the QuillBot tool on EFL students' writing skills and discovered an argument between participants who had a positive review using this app. According to his research 72% of students, they say that the usage of this tool helped them to enhance their writing ability, however rest students (28%) think a negative opinion on their writing skills while using this application.

The Role of QuillBot in Reducing Plagiarism

QuillBot mainly serves as a tool for paraphrasing and correcting grammar to reduce plagiarism in written works (Fajriah, Z.D, 2022). Kurniati and Fithriani (2022) claimed that before using this tool, students had a lot of issues with other plagiarism checkers because of their lack of paraphrasing. However, QuillBot helped them to write their assignments by actively changing words with synonyms, writing sentences with different styles, and other means. QuillBot's contribution, namely paraphrasing is the best option for avoiding plagiarism while using quotations from one source to another. This paraphrasing feature not only changes the sentences quickly but also helps students work with no plagiarized tasks (Chui, 2022, as cited in Amanda et al., 2023). Moreover, this app can keep the real meaning of the material. More concisely, if students' writing skills are not advanced enough while writing academic research paper, QuillBot is the best option to get help from (Era Inventions, 2022, as cited in Abdelli, 2023).

In summary, this section of report reviewed the impact of using QuillBot on written assignments on three key aspects: the influence of this tool on academic writing skills, student perspectives and its function in preventing plagiarism. There are several research gaps that need to be filled despite of thoughtful information provided in this literature review such as the ethical considerations.

3. Methods

The primary data is collected by a Google Forms-designed online survey utilising a quantitative research technique. The online survey included 41 full-time WIUT CIFS students, 28 males and 13 females, and asked for their opinion on the usage of QuillBot in their written academic assignments. There were 11 multiple choices, yes/no, Likert scale, checkboxes,

hypothetical, and short answer qustions. The first two questions were related to demographics, and the rest of them were the aim of the study. All participants were informed the goal of the study, and their answers would be kept private and used for academic purposes only. In addition to this, the survey was academically oriented, and no sensitive questions were included. The process of collecting secondary data includes the use of POE AI tool to identify the themes for the literature review, and Google Scholar and Research Gate were used to find relevant sources.

4. Results

This chapter outlines the most relevant findings of the survey and it focuses on the practicality of QuillBot, the specific modules utilized by CIFS students, the most frequently used features, and the ethical considerations associated with its usage. It must be highlighted that the participants were provided with the opportunity to select multiple options in response to the most frequently asked questions.

The first question was about the specific modules in which QuillBot was utilized. The data shows that 87,8 % of the students used QuillBot in Academic English module, 70,7 % of them used it in I Citizen module, 17,1% used it in Understanding Finance module, and 22% used it in both Developing Professional Identity and Foundation of Economics modules (see Appendix A, Figure 4).

Moving on to the next question, participants were tasked with evaluating the efficacy of a number of features offered by QuillBot. The majority of participants (38 out of 41) indicated positive response to the paraphrasing feature, while only 3 individuals said a somewhat positive response. Next, the summarizer function had a varied opinion, as only a small number of students (13) considered it to be effective, and the 41 respondents who completed the questionnaire, just over half rated it somewhat effective. The minority (5) of those who responded felt dissatisfaction, as determined it was not effective. Following this, the grammar checking function received a positive response; just two-thirds of those who answered this question reported it as effective, and only seven and one student considered it somewhat effective and not effective, respectively. (see appendices A, figure 5)

The next section of the survey was concerned with participants being asked to identify the specific features or aspects of the tool that they perceive as most effective in reducing plagiarism in their writing. It must be highlighted that the respondents were able to choose more than one option in this question asked. The survey findings indicate that 65.9% of the participants found that the tool's ability to provide multiple variations of paraphrasing suggestions was the most effective feature in helping them reduce plagiarism in their writing. Additionally, 34.1% of participants reported that the integration with citation generators and the presence of a built-in grammar and style checker were equally effective in this aspect. Besides that, around 24.4% of the participants emphasized the importance of receiving feedback on the credibility and originality of their sources as a crucial factor in reducing plagiarism in their written assignments. (see appendices A, figure 6)

The results of the survey question regarding the effectiveness of features or aspects of the tool in reducing plagiarism in writing showed that 65.9% of respondents found paraphrasing with multiple variations is the most effective. Using citation generator was considered the second most effective way for 34.1 % of the students who wanted to reduce plagiarism. Similarly, 34.1 % of the respondents found that built-in grammar and style checker feature effective. However, the least effective feature identified by participants was feedback on source credibility and originality with 24.4%. (see appendices A, figure 8)

Following up with the next question, when students were asked a question regarding ethicality of usage of QuillBot to complete academic assignments, it is important to note that about 41.5% of students responded that it was somewhat ethical to use QuillBot to complete academic assignments depending on the context. Moreover, 29.3% of respondents reported that using a QuillBot was totally ethical, while only 9.8% of participants responded that it was unethical to use. Furthermore, there were also one more group of people, which made up 19.5% of participants who reported that they were unsure about ethicality of usage of QuillBot to complete academic assignments. (see appendices A, figure 9)

Results showed that most participants agreed the efficacy of QuillBot in terms of writing assignments and vocabulary enhancement with the numbers standing at 35 for the former and 23 for the latter. However, 6 and 18 participants mentioned their strong disagreements in the above-mentioned uses. The next, 31 out of 41 students showed that their security concerns about results provided by QuillBot while only one student strongly disagree about it and 9 of them just disagree about usage. There was a little difference in the opinions of students regarding the naturality of grammar use in Quillbot. 21 participants disagreed with this statement whereas 20 participants agreed that that the results provided by QuillBot look and sound as natural as possible. (see appendices A, figure 10)

Overall, the results showed that QuillBot was effective for academic purposes. Especially, features like paraphraser, grammar checker, and plagiarism checker were considered to be the most valuable features of QuillBot. Additionally, in terms of ethics, most of the students responded that it was legal to use QuillBot for academic assignments.

5. Discussion

The findings from both the literature review and the results make it easier to understand the perceptions of CIFS students at WIUT regarding the usage of QuillBot in their written academic assignments, focusing on three key aspects:

One of the major findings is that QuillBot has a significant impact on enhancing academic writing skills. As anticipated, the results indicate previous studies have shown QuillBot helps to improve clarity,coherence, and efficiency in written assignments. (Mukhroji et al., 2020; Fitria, 2021; Jayavalan & Razali, 2018). Similarly, the survey results showed that a significant portion of students who used QuillBot in different modules, particularly in Academic English, suggested that it practically improved their writing skills.

The literature review highlighted several positive opinions towards QuillBot in terms of facilitating self-learning, motivation, and writing improvement (Baron et al., 2023; Sahin & Mete, 2021). Correspondingly, the survey results demonstrated that the paraphraser feature of QuillBot received astonishing positive feedback from students regarding the enhancement of writing skills and helping to reduce plagiarism. However, a small proportion of participants expressed dissatisfaction with features such as the summarizer.

The study findings provide valuable insights into the role of QuillBot as a paraphrasing tool for avoiding plagiarism in written assignments, as they are highlighted in both the literature review and the results section of the research paper (Fajriah, ZD, 2022; Kurniati & Fithriani, 2022). The study results support the hypothesis that respondents found QuillBot's ability to provide multiple variations of paraphrasing suggestions most efficient in reducing plagiarism. Additionally, integration with citation generators and built-in grammar and style checker features are considered to be equally valuable in this context.

Our study has several limitations. Firstly, scope of our research. Currently, Westminster International University in Tashkent has more than 1000 CIFS students. There were 41 participants in our sample size of research which is small proportion of CIFS students at WIUT. As result, it is hard to collect precise and accurate data about their opinions about usage of QuillBot. Secondly, the recent introduction of QuillBot into students' academic life has resulted in a dearth of prior research studies on this subject matter. Finally, it should be noted that not all students at WIUT utilize QuillBot, and it may require additional time for students to become familiar with this tool. However, once acquainted, there may be an opportunity for more comprehensive research with a broader scope.

6. Conclusion and Recommendations

The purpose of this study was to determine the perceptions of CIFS students at WIUT on the role of QuillBot in written works. After analyzing the results of questionnaire from 41 first-year students, this study gathered significant information regarding the use of QuillBot and its impact on academic writing. The findings show that QuillBot is mainly utilised in the Academic English module, highlighting its significance and productivity in learning a language. Moreover, the students shared extremely positive opinions regarding QuillBot's paraphrase feature, highlighting its ability to enhance writing clarity, structure, and creativity, while also reducing cases of plagiarism.

The following recommendations are presented based on the mentioned findings and conclusions:

- WIUT administration should organize some courses to educate students about QuillBot usage and the usage of this tool into academic writing with its functions.
- A number of rules should be invented for students regarding the use of this application in an academic environment, emphasising the importance of how to use it properly.
- Finally, further research is required to conduct long-term studies about the impact of QuillBot usage on all students' skills at WIUT, achievements, and thinking abilities.

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