

Unlocking Student Insights: The Role Of Quillbot In Academic Writing

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Abstract: AI tools have become widely used in the educational field, providing students with innovative approaches to improve their academic performance. This study examined the perceptions of post-graduate students majoring in English Education regarding the use of Quillbot in academic writing. The study employed a qualitative methodology within an interpretive paradigm. A total of 6 students participated in semi-structured interviews to gather in-depth insights into their experiences. The results showed that students frequently used Quillbot due to its efficiency and ability to paraphrase texts effectively. However, some students expressed concerns regarding the accuracy of Quillbot in preserving the original meaning and noting that some of the insights generated were not entirely suitable for academic writing. Furthermore, while some students believed that Quillbot contributed positively to their vocabulary mastery and comprehension of the material, others considered that using Quillbot reduced their active engagement and comprehensive understanding of the content. This duality of perception highlights the need for critical evaluation of AI tools in academic writing context. Ultimately, this research provides important insights into the role of AI tools, such as Quillbot, in academic writing practices, suggesting while it offers significant benefits, it also presents challenges that must be addressed to enhance writing outcomes effectively.

Keywords: roles, Quillbot, academic writing, post-graduate students

I. INTRODUCTION

Artificial Intelligence refers to the imitation of human cognitive processes by a machine or a system and was meant to develop technologies that could mimic awareness, reasoning, learning, and predication of a human mind (Xue et al., 2021). AI can be also described as a machine-driven system relying on algorithms to arrive at an estimation, recommendation or decision (Hwang & Chien, 2022). AI systems are designed to imitate human intelligence through advanced algorithms that enable learning and reasoning, further to make decisions from data inputs. Besides, AI systems can improve over time due to machine learning, which is a sub-field of AI focusing on the potential of machines to learn from experiences. The primary objective of AI is to emulate these cognitive functions, which grant machines the ability to process information, make decisions, and learn in a manner similar to human cognition. According to Russell and Norvig (2020), this replication of human cognitive abilities is achieved using diverse algorithms and computational models designed to imitate human learning and thought processes. The rapid development of technology over the past two decades has added new dimensions of complexity, significantly impacting L2 writing practices (Li & Li, 2022). With the continuous advancement of AI, students are increasingly utilizing AI tools to support various aspects of academic writing. Khalifa and Albadawy (2024) positioned AI to represent a new revolution in academic writing to help students manage ideas and big volumes of data. Their work focused on six vital aspects where the application of AI is found in academic writing: generating ideas, organizing content, synthesizing literature, managing data, editing, and ensuring ethical adherence. Moreover, AI tools support them further in grammar checks, plagiarism detection, and even in developing introductory text (Aljuaid, 2024). While promoting efficient writing, the use of AI-powered tools has been seen to promote self-efficacy, engagement, and emotional responses in EFL contexts (Nazari et al., 2021).

Among the numerous AI-driven paraphrasing tools which have evolved to help improve academic writing among students is Quillbot. The tool helps the user in rewriting through suggesting alternative phrases, improving sentence structure, and grammatical changes that are very helpful for students (Losi et al., 2024). The study shows that Quillbot enhances the quality of academic writing through vocabulary variety, improving readability, and the proper usage of grammar (Mohammad, 2023). Nguyen (2023) stated that it can assist students in avoiding plagiarism through paraphrasing and rewording text without

necessarily losing meaning. It is easy to work with for many users who like intuitive design and its general accessibility without necessarily needing developed technological or linguistic competencies (Amanda, 2023). In addition, Nurmayanti (2023) also noticed that the accessibility of a free version in parallel to a paid one makes this tool quite versatile in case of a variety of academic writing.

Although many research has been conducted on AI in education, a huge gap remains in the experiences and perceptions of master students specializing in English Education. These students have a unique perspective since they are learning to become educators themselves and are expected to master both writing and teaching skills. Understanding how this group perceives Quillbot's impact on their writing is underexplored. Therefore, it is crucial to understand how these tools are perceived by students who rely on them for academic writing. This study aims to investigate the perceptions of graduate students majoring in English Education regarding the use of Quillbot in academic writing. These perceptions can affect how tools are integrated into educational curricula and writing practices. Furthermore, it may shape the long-term adoption of AI in academic settings. The research questions of the study as follows:

1. How frequently and for what purposes do students use Quillbot in academic writing?
2. What are the perceived benefits and limitations of using Quillbot for paraphrasing academic texts?
3. How do students' perceptions of Quillbot's accessibility and subscription features influence their usage and willingness to pay for the premium version?

II. RESEARCH METHOD

Employing a qualitative phenomenological approach, the study delved into the experiences of 6 graduate students in a public university in Yogyakarta, Indonesia. Phenomenology, as defined by Sokolowski (2000), examines human experiences as perceived by the individual. In this research, the focus was on how Quillbot influenced students' writing processes. Semi-structured interviews captured rich insights into participants' views on Quillbot's usability, functionality, and accessibility.

The study utilized purposive sampling to ensure participants met specific criteria. Participants were second-semester students enrolled in a scientific writing course who actively used Quillbot for academic tasks. This approach was chosen to target individuals who shared relevant and meaningful experiences with the tool, ensuring the data collected would provide comprehensive insights into its use in academic writing contexts.

The study utilized individual semi-structured interviews to conduct an in-depth exploration of the topic (Cohen et al., 2018). We adapted the interview questions from Kohnke (2024) to ensure that the questions effectively captured the key aspects of participants' experiences and perceptions. The following questions are given to participants:

1. How often do you use Quillbot for paraphrasing in academic writing?
2. What do you find most helpful about using Quillbot?
3. Have you encountered any limitations or issues when using Quillbot? If so, what are they?
4. Do you think Quillbot affects your understanding of the material? How?
5. How confident are you in the accuracy of Quillbot's paraphrasing in maintaining the original meaning of the text?
6. How do you feel about the accessibility of premium Quillbot tool?
7. Would you consider paying for a subscription to access better paraphrasing? Why or why not?

Six steps of thematic analysis were employed as outlined by Braun and Clarke (2012) to examine the data. In the initial step, the researchers skimmed the content of the final selected articles to familiarize themselves with the data. This process involved immersing the authors in the material to gain a comprehensive understanding while taking notes on their initial impressions. The second step involved a careful reading of each paper, utilizing generated initial codes, which included breaking down the data into smaller, more manageable parts. In the third step, themes were identified, capturing significant data pertinent to the research questions. The authors grouped related codes to establish a more structured and meaningful framework for data analysis. The fourth stage reviewed the development of themes against the coded data and the complete dataset to develop a set that combined comprehensive and meaningful items. The detailed description of exactly what each accounted for in terms of the contribution each made toward their understanding of data, which at this stage had comprehensive theme descriptions explaining the scope of them and their focuses, and had Theme names that succinctly captured what each was all about. The final stage involved writing up the analysis, which is actually presenting the themes and illustrating them with relevant data extracts.

III. RESULT AND DISCUSSION

A. *The Frequency of Using Quillbot for Paraphrasing in Academic Writing*

Students would be able to make quick changes in Quillbot to the sentence structure without altering its meaning, helping in essay writings, reports, or other similar types of writing work. Furthermore, it will minimize the chances of plagiarism and more evidently present their research or writing arguments in front of any targeted audience or researcher.

"Quillbot saves time. I'm just pasting my sentences there, and it shows me a clearer version without changing any meaning."

The software applications also sidestep plagiarism. A student shared:

"I use Quillbot to avoid sounding like some of the things I read."

These findings coincide with findings from previous studies emphasizing the increased reliance on AI-powered tools for academic purposes (Ali, 2023; Aljuaid, 2024; Zhai et al., 2024). Further, Gürbüz (2024) also states that the efficiency and accessibility of Quillbot have a major role in students' writing habits, especially concerning complex content. It was often cited to be quick in producing alternative sentence structures while keeping the original meaning intact as the main reason for its usage.

While the other tools like ChatGPT, were mentioned during interviews, when it came to paraphrasing, students favored Quillbot. They said that Quillbot was efficient on the sentence level and maintained the meaning of the source text, whereas ChatGPT is a broader tool and is less specialized for paraphrasing.

The comparative study of Quillbot and ChatGPT regarding the paraphrasing of academic writing is crucial for the discussion, as both instruments are used by students to improve their written tasks but are used for different purposes. Unfortunately, there has never been any previously documented research that discusses any comparative study between Quillbot and ChatGPT for paraphrasing academic writing. Future research based on their usefulness and preference by students in academic writing, will help shed light on how such tools address common problems, such as maintaining academic honesty, improving language accuracy, and retaining clarity of meaning in paraphrased work. Additionally, the lack of any prior studies comparing these tools means a huge gap in research and points to the need for evidence that would help teachers and students choose an appropriate tool to serve their academic purposes.

B. *Benefits of Using Quillbot*

Students identified a number of perceived benefits and advantages of using Quillbot for paraphrasing when writing academic texts. Among the most valued features is the ability to find synonyms quickly. Many students noted that it helps them avoid word repetition by immediately changing some words into synonyms, which enhances the quality and richness of their writing. One student described this as:

"Quillbot helps me find synonyms for overused words. It makes my writing more varied and engaging to read."

Besides synonyms, students singled out the ability of the tool to suggest alternative phrases or sentences. This allows them to consider alternative ways to say something, giving them choices that they may not have considered themselves. As one student related:

"Sometimes, I struggle to find words, but Quillbot's suggestions give me options that sound so much better."

Another strong point for Quillbot is its word selection in context. This will enable students to select words not only because they are synonyms of the word but also appropriate for the contextual meaning of the sentence they want to write. In academic writing, for example, word choice makes all the difference in the tone and clarity of the argument. One participant commented:

"Quillbot's contextual suggestions make my writing sound formal and professional, which is important for academic papers."

Quillbot also has a variety of modes, such as Standard, Fluency, Natural, Formal, Academic, and Simple, used for different aspects in writing. The students were pleased because this meant they were allowed to adjust according to the nature of their assignments. One explained in detail: *"The Academic mode is perfect for research papers."*

Such versatility will really enable students to apply their writing styles to varied contexts effectively.

Another student said:

"I like how I can switch between modes depending on what kind of tone I need. It's like having a writing coach."

Lastly, students appreciated how Quillbot taught them new vocabularies without altering the original meaning of their text. Besides the fact that this capability supports paraphrasing, it also helps to build vocabulary, which is so important in academic development. One participant added the following comment:

"Quillbot taught me many new words and phrases that I never thought I'd have used."

Previous research supports the added value of the AI-powered Quillbot to enhance academic writing through increasing vocabulary diversity and clarity. Several studies, for example, Latifah et al. (2024) and Mohammad et al. (2023) also describe how those tools support students in repeating words and synonyms, which students also value in this study regarding the use of synonyms and sentence variety suggested by Quillbot. It selects context-based words while ensuring that vocabulary is appropriate for the formal tone required in academic writing, as identified by Raheem et al. (2023).

Moreover, Quillbot allows for several customization options, including modes for Academic and Formal, which corroborates findings by Duncanson, 2024, who note that AI writing tools have the flexibility to suit various writing needs. Mohammad et al. (2023) further notes that these tools help students expand their vocabulary, something which participants confirmed through their use of Quillbot.

C. Challenges and Limitations of Quillbot

While Quillbot offers considerable benefits in academic writing, students also noted a number of challenges and limitations associated with its use. The most relevant issue raised was the inability to have all the features without a premium subscription. Although the free version allows one to do basic things, students felt it would not serve their needs. According to one of the students:

"The free version is helpful but very limited. I feel so often constrained because what I need most features are behind a paywall."

Khan et al. (2024) also reported that previous studies on AI writing tools identified cost as one of the barriers to adoption, especially for graduate students from low-income backgrounds.

Students believed another limitation was the advanced vocabulary Quillbot suggested. Some students felt that while synonyms could be useful in writing, the suggested vocabulary was either too advanced or contextually inappropriate. Some participant stated:

"Sometimes Quillbot suggests words that are way too advanced or just don't fit the context of my writing. It makes my sentences sound awkward."

This is in line with Elkhatat et al. (2023), which stated that AI-generated text has to be contextually suitable. In the academic world, where clarity and exactness are paramount, such hindrances thus hinder the quality of students' works.

Students were also vocal about their need for efficiency in choosing some words for the statement while using Quillbot. As the tool gives suggestions, it remains important for the user to ensure that his/her choices truly represent his/her intended meaning. One student recalled:

"Quillbot is helpful, but it's not full proof. You need to know what works best for your writing, or you could end up with sentences that don't make sense."

This can be an especially impossible task for those students who don't have an excellent command of academic language, or whose vocabularies remain in the development stage. Other research studies, by Darwin et al. in 2024, also indicated similar concerns over-reliance on AI tools without proficiency in the required language detracts from, rather than enriches, skills in writing.

Third, some students reported having to deal with suggestions that, according to them, did not match the text they were writing. Such errors could lead to making their work appear less credible:

"Sometimes, the suggestions do not work with the academic paper. The tool is simply not adapted for academic purposes."

Therefore, in accordance with the critique from existing literature such as Tsao and Nogues, 2024 on the avoidance of uncritical reliance on AI tools for writing academic papers.

D. Impact of Quillbot on Learning and Comprehension

Quillbot is an important tool for students-an AI-based paraphrasing application-for the improvement of comprehension and assimilation in academic texts. A considerable amount of respondents showed a clear improvement in their comprehension due to Quillbot's usage. This is through its offering the learner simplified rephrased information about the complex text in a way that it allows the key points to be extracted without one getting lost in unclear terminologies and structures. As one student stated:

"When I use Quillbot to simplify a complicated paragraph, then the main idea becomes very easy to understand."

The other important effect of Quillbot in regard to learning touches on the fact that it avails different vocabularies. The learners benefit from finding several synonyms and word expressions explaining what is meant by a particular term under consideration in their course of study. One of the interviewees had this to say:

"I like how it shows various vocabulary that could fit. It's like learning new ways to express the same idea, which makes my writing more versatile."

Quillbot's providing of neat and simplified sentences for complex sentences comes as a developable boon for students in dealing with complex academic language. Academic texts replete with dense and highly abstract ideas can indeed be overwhelming for learners, especially in cases where content is being encountered for the first time. As stated by a participant:

"Sometimes academic papers are too hard to read, but Quillbot breaks them down into simpler sentences, making it easier for me to follow the important points."

For the students, Quillbot links them to content better available for learning easier content delivery. In dealing with the academic language, particularly in hard-to-go-through cases for students, the functional aspects of Quillbot are very beneficial. One student comments:

"Similar to a tutor who explains simpler reasons I can understand."

However, Pham (2024) cautions that there is a risk of too much dependence on the tools, and therefore the person using them begins isolating critical thinking. While the study agrees with Quillbot and other paraphrasing tools in such cases when making difficult texts easier, it also reduces any effort on the part of the student to internalize the information. Therefore, unlike the current finding of some authors, Quillbot may allow deeper working with the material because simplification mode does not discourage engagement.

In addition, Bozkurt et al. (2024) further explained that while AI tools increase accessibility, they also plunge students into passive and superficial understanding of the substance of engagement. From their findings, AI paraphrasing tool users may understand easier versions of the text but typically struggle with the original complexity when critical engagement is called for. Moreover, Roe and Perkins (2022) pointed out that the frequent use of AI paraphrasing could result in the limitation of natural vocabulary development. Such a study has contended that rather than encouraging the exploration of new words, students might get overly reliant on automated suggestions for such words, stalling their ability to expand their vocabulary independently.

E. Reliability of Quillbot's Paraphrasing

The vast majority are trusting in the capability of Quillbot, but there is a common thread that is independent verification of paraphrasing. Even when they were satisfied with the outputs of the tool, students were eager to mention the necessity of cross-verifying with the original. One student explained:

"Though Quillbot is usually right, I always cross-verify it with the original text to ensure nothing important is left out or misunderstood."

It is supported by research of Nguyen (2024) that focuses on prudent use of AI tools so that there will be no over-reliance and enable students to probe deeper into meanings. By verifying AI-generated text, students are not only maintaining academic honesty but also cultivating incisive analytical minds.

Challenging students to verify the paraphrasing output by Quillbot supports a liberal general education that values independent thoughts. One of the interview respondents described thus:

"It's helpful to use Quillbot, but also a reminder that I should know the material well enough to be able to spot mistakes or inconsistencies."

Encouraging a critical and active approach towards verifying paraphrased content ensures that students are making the best use of AI tools to their maximum capacity without compromising knowledge or academic integrity. These results correspond with previous findings in favor of thoughtful AI integration into learning with the dual focus on technological support and self-capacity for learning.

The level of accuracy in Quillbot's paraphrasing is of utmost concern to students, particularly with regard to their grades and understanding of material. The vast majority of them, i.e., approximately 80%, regard the accuracy of Quillbot's paraphrasing as acceptable when they use the paid version of the application. This confidence is high due to the enhanced features and algorithms provided in the premium version, which are generally thought to generate more subtle and contextually relevant rephrasals. Students who utilize the premium version can be certain that they are getting a better quality of output, and they can have faith that the original meaning of the text remains intact to a great extent.

Conversely, the confidence level goes down to around 70% if students utilize the free version of Quillbot. The variation is a significant aspect of how the paraphrasing tool's quality can affect student trust. The free version may lack some of the premium features that yield more accurate and context-sensitive paraphrasing, and as a result, students trust the accuracy of the output less. This has important connotations for access and what this means for accessibility and those not in a position to afford upgraded services, potentially compromising their learning attainment and comprehension of the material.

While overall students are somewhat confident in what Quillbot can do, there is one recurring theme which is the necessity for independent checking on the paraphrased material. Some students say that even though they believe Quillbot's paraphrase is generally accurate, they want to verify the output against the original text. This is a critical learning attitude, where the students are compelled to actively think about the material and not just take AI-generated work at face value. It emphasizes the need for maintaining academic honesty and understanding the core principles because sole reliance on technology could lead to misinterpretation or superficial understanding of the topic.

It is within the broader culture of education that values independent thinking and critical skills. By asking the students to check the outputs given by Quillbot, educators can promote more engaging learning activity. Students can apply their critical abilities and gain a better understanding of the material by engaging actively in comparing the paraphrased text to the original. This guarantees that there is a balance integration of technology in learning and that students have the opportunity to use AI tools while still cultivating critical abilities required in handling scholarly texts.

F. Accessibility of Quillbot Premium Version

In general, most of the students agreed that premium access allows for greater use of the tool through more modes, including Standard, Fluency, Natural, Formal, Academic, and Simple. A student described it as follows:

"I can just toggle modes based on the task with the premium one. The Academic mode really helps me when I'm writing a research paper, and for general writing, the Fluency mode is excellent."

The greatest flexibility is appreciated by students who must shape their writing to incorporate particular contexts, readership, or scholarly requirements. Sajja et al. (2023) highlight such benefits of flexible writing tools as an approach through which students have improved their performance in different courses. They are convinced that tools with flexible capabilities such as writing modes and personalized recommendations enable students to tailor their work toward specific academic settings, products, and processes.

The difference comparisons of the quality of paraphrasing between the free and premium versions can be observed from a practitioner standpoint. This is due to refined algorithms and higher quality outputs in the premium version compared with its free counterpart. According to students, this was of great importance for coursework that demanded a clear, coherent, and grammatically correct paraphrase. For instance:

"The suggestions from the premium version are so much more accurate and easier to embed into my essays than those found in the free version."

Sophisticated premium paraphrasing tools significantly enhance coherence and clarity of scholarly writing (Clarín et al., 2023). These tools not only increase the quality of paraphrasing, which in turn enhances students' confidence in writing, but also help students achieve the precision and clarity sought in scholarly writing. The extended mode selection in the pro version allows students to customize writing style based on need. For example, the Formal and Academic modes are quite useful when writing research reports or thesis papers because they allow one to keep tone and style in line with academic writing. The Natural and Simple modes are useful when one has to make complicated ideas simple or create content for casual environments. As one student put it:

"Having multiple modes lets me change writing style depending on whether I am writing an official essay or merely trying to get something out in as straightforward a way as possible."

Flexible writing software gives students more independence to operate at their best in different academic and professional settings (Uzun, 2024). Such flexibility is particularly useful in academic settings, wherein students need to meet some stylistic and structural requirements of diverse disciplines. Having the capacity to vary writing complexity and tone also positions students for working environments where audience sensitivity and clarity are necessities (Cardon et al., 2023). Versatile tools such as Quillbot offer the accommodation to address immediate academic necessities and, at the same time, enable students to acquire portable skills in workplace communications effectiveness.

In practice, students appreciate that the premium access allows them to have assignments completed sooner. Students acknowledged the benefit of not having to use external tools or hand-paraphrase content, as the premium version makes very good suggestions for most forms of writing. As a respondent noted:

"Quillbot premium helps me save so much time since I don't need to toggle back and forth between tools or do the sentences over myself. Everything is there at one place."

This time-saving feature is particularly beneficial for students who have multiple assignments or tight deadlines. Kim et al. (2024) describe how advanced paraphrasing software enhances the writing process and reduces cognitive load, so students can focus on content rather than mechanics. Additionally, reducing the cognitive load of writing mechanics can enhance learning outcomes in general by enabling increased interaction with course content (Vaghela & Parsana, 2024).

The availability and sophistication of the Quillbot premium version make it worth using among students since it improves their capacity to generate quality academic content using minimal time and effort. Through the provision of personalized modes, better quality paraphrasing, and high-quality workflow, the premium version will be able to meet the demands of contemporary students working in very sophisticated academic settings. These findings are consistent with current research that advocates for the integration of advanced AI technologies in education to support student learning and academic success.

G. Willingness to Pay for Quillbot Premium

The interviewed students showed many different opinions while paying for Quillbot Pro, showing them to have different priorities and considerations while making their choices. A section of the students popped for the premium account without issues and cited the additional tools and improved paraphrase quality to be determinants, while others did not. One student explained:

"With premium, I get to utilize all the modes and receive more accurate suggestions. It makes my writing appear more professional, particularly for research papers."

This is a sentiment that expresses students' appreciation for accuracy and clarity in academic writing, with premium features like improved algorithms and various modes like Academic and Formal perceived as a requirement.

Another earlier study supports these findings by stressing the contribution of premium paraphrasing tools to academic excellence. Strobl et al. (2019) set the tone for well-developed AI writing tools which gave the students a real chance of fulfilling academic requirements via tailored suggestions. Die-hard fans substantiate that the premium version is therefore instrumental in delivering polished and refined work. Conversely, there were also some other students who chose to use the free version of Quillbot and stated that it sufficed with a little more effort on their part. Attributed to one student:

"The free version does fine for me. I'll just double-check and edit the text myself afterwards."

The students mentioned the balance between the functionality versus the price, notably in that the free version, careful checking included, produced acceptable results.

This view differs with an argument derived from some previous research, which asserts that expensive tools are integral in the pursuit of producing quality paraphrasing (Anil et al., 2023). This, however, does agree with more recent research by Virvou (2023), who argues that the free versions do work if users are willing to get involved in the revision process.

To make premium and free versions, the students would normally consider two aspects: value versus convenience. Students struggling with budgets would find that free versions were convenient. As stated by one student:

"I want to do this work myself, with student, especially when I am on a limited budget."

Students who paid for the premium version articulated value in the saving of time running to ease their work. In the incisive words of yet another student:

"With premium, there's a whole lot of work that I do not have to do. With premium, I do not have to spend hours fixing sentences, and I can spend that time on other things."

This gap illustrates the compromises that students make based on their own circumstances. Twum et al. (2022) outline how the financial status of students influences their adoption of learning technologies. Less wealthy students depend on free or cheaper alternatives for educational software that affect their access to premium features. This is evidence that budget constraints could impact not just the use of education technologies but also their contributions to them. Breaking these inequalities from an angle is part of the overall agenda of advancing universal access to learning resources and enabling academic success for every learner.

The learners using the premium version were up in arms regarding the way the tool could be tailored for specific writing tasks. One student said:

"The Academic mode helps me in writing research papers, while the Natural mode is perfect for day-to-day assignments."

This versatility allowed students to tune their writing in degree with the specifics of tasks, enhancing their productivity and work quality (Alam, 2021). In addition, having the option to switch between modes proved confidence in handling diverse academic and creative writing (Dwivedi et al., 2021). Almost all

the students agreed on how the premium version had saved time by giving context-specific recommendations, making their writing flow better, and giving a polished final product. This huge variety proved quite advantageous to students who had lots of different assignments to do, as it enabled each one to be done in the most appropriate style and tone (Zhou et al., 2024).

Finally, regarding whether these students would like to pay for Quillbot premium, it's purely a matter of personal need and priorities. Some want all the extra options and functionality, while others would be perfectly satisfied with the free version and manual correction help. The findings corroborate a study that highlights the positive features of advanced paraphrasing tools yet demand recognition of the need for accessibility and user engagement in polishing the tool. The knowledge of student interest is a perfect indicator of how learning software can be pitched to cater to user needs.

CONCLUSION

The analysis of students' feedback on their Quillbot use in academic writing would mean that Quillbot is part and parcel of the students' academic writing tools, particularly in rephrasing text. Quillbot is inarguably easy to use because it easily restructures sentences without changing meaning and has vast capabilities for avoiding plagiarism. Other students seek the help of Quillbot in writing essays, reports, and other scholastic works for its efficiency in improving sentence structure, word choice, beating the deadlines set before them.

On the other hand, students mentioned a couple of challenges associated with Quillbot, especially the premium version, which gives a greater number of functionalities. Some students viewed the limitation of some advanced features-like different writing modes such as Academic and Formal that are necessary in refining their academic writing-as prohibitive to a premium version. Moreover, the students stated that despite having various synonyms and alternatives, the tool at times suggests too complicated vocabulary, which leads to confusion or inappropriate use of words. This necessitates students being more circumspect in the choice of their words, an added pressure for those who might not be perfecting their art of academic writing.

Educationally, the tool has been recognized as one that improves understanding and retention. Quillbot simplifies complicated texts to an understandable level the students can have in trying to understand difficult academic ideas, especially students who might be challenged by the technical terms of expression or denser expressions. By offering alternative phrasing and vocabulary choices, Quillbot encourages students to think critically about language and expression, helping them develop a broader understanding of their subject matter. Besides, the ability of the tool to break down complex ideas into simpler forms facilitates deeper learning and understanding. The reliability of Quillbot's paraphrasing is, however, a point of controversy. While the premium users were very confident in the accuracy of the tool, free users were not so sure. Such inconsistencies will make students well aware that they must cross-check the output of the tool themselves to ensure that their constant meaningful engagement with the material is maintained. No matter how much of a help Quillbot may be, students have to verify that the paraphrased content is in accordance with the original for accuracy and maintainability of academic integrity.

Premium access to Quillbot certainly enhances the quality of the work produced by students. Premium has certainly more sophisticated algorithms and modes working far better for their needs, whether for academic or formal writing. Highly valued by students with different academic standards is context-based shifting based on the mode. Improved paraphrasing quality and mere time-saving make this very functional capability so beneficial for students by enabling them to attend to more work in lesser time.

As for the willingness to pay for the premium version of Quillbot, it differs across students. Students who may find the features appealing are those willing to consider the expense of the tool all the Prof. Others, while still using Quillbot, have good access to it. With the combination of the other manual check and refinement, they see no sense in having the premium version. This gap shows two categories of priority concerning students: one that assists in serving their needs, on the one hand, and one that seeks the unforeseeable with the anticipation of saving and spending less time, rendering class assignments in the free version, yet through shoving in extra works. Ultimately, however, whether somebody will pay for Quillbot or not, it all comes to each one's individual proclivity based on his needs of advanced paraphrasing skills.

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