

**EFL STUDENTS' CHALLENGES OF QUILLBOT UTILIZATION IN
ACADEMIC WRITING CLASS**

Skripsi

Presented to

English Education Department

Nurul Jadid University

In Partial Fulfillment of The Requirements for The Degree of

Bachelor In English Language Education



By:

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**ENGLISH EDUCATION DEPARTMENT
SOCIAL AND HUMANITIES FACULTY
NURUL JADID UNIVERSITY**

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Telah dipertahankan di depan Sidang Tim Penguji Skripsi Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo pada hari Sabtu tanggal 03.. bulan Agustus tahun 2024 dan dinyatakan lulus serta telah direvisi sesuai dengan saran Tim Penguji.

Mengesahkan,
Dekan.



Tim Penguji:

1. Ketua Tim : Dr. Tirmidi, M. Pd
2. Penguji I : Bradhiansyah T.S., M. Pd.
3. Penguji II : Durratul Hikmah, M. Pd.

1. (.....) 
2. (.....) 
3. (.....) 

MOTTO AND DEDICATION

“It’s okay to struggle, but you shouldn’t resolve it in a bad way”

(Xu Minghao)

“Every moment is gonna be my best part”

(DAY6)

THIS SKRIPSI IS DEDICATED FOR:

1. My parents, **Asnawi** and **Sriani**
2. My sibling, **Dewi Safira**
3. My bestfriends, classmates and all beloved person

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Herewith, I:

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Declare that

1. This skripsi is the sole of work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
2. If at a later time it is found that the skripsi is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Paiton, 28th August 2024



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ABSTRACT

Mulyati, Yuli.2024. *EFL Students' Challenges of Quillbot Utilization in Academic Writing Class.* Thesis. Undergraduate Program Nurul Jadid University.
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Keywords: EFL Students' Challenges, Quillbot, Academic Writing Class,

Academic Writing Class is expect students to write specific genres of writing, including research papers, essays, summaries, and critical reviews. However, artificial intelligence (AI) has progressed significantly in recent years and is now utilized by teachers and students, particularly in academic writing class. QuillBot is an online tool that helps rewrite text to avoid plagiarism, shorten long sentences, and improve grammar to make writing clearer and more professional. This AI application is one of the most frequently used online paraphrasing tools in writing classes and has been trusted to help students, writers, bloggers, teaching staff, and others. However, Quillbot is a technological product. The effectiveness of using AI-based paraphrasing tools is not always guaranteed. Therefore, the use of quillbot as an AI paraphrasing tool gradually becomes a challenge for students as a tool for writing or paraphrasing. This happened to eighth-semester students majoring in English Education Program At Nurul Jadid University.

This study aims to investigate EFL students challenges when using Quillbot in Academic Writing Class and the solution to overcome those challenges of Quillbot utilization in Academic Writing Class. Researcher used research with a case study type approach. Collecting data used was semi-structured interview. The stages of data analysis in this study used the method according to Braun and Clarke. In this study the researcher used 5 students in English Education Program At Nurul Jadid University. In the findings resulting from data information, it was found that there are five themes challenges found by the researcher. Thus challenges are including incomprehensible sentences, mantaining original meaning of the sentences, inadequate features' platform, limited access and impact on students writing skills. Furthermore, it was also revealed that students had several solutions to deal with those challenges. There are two solutions implemented by students, including manual paraphrasing and using another AI paraphrasing tool.

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Last of all, I am fully aware that this thesis is far from the word 'perfect'. For this reason, criticism and suggestions are always welcome to make it better. Hopefully, this thesis will be useful for readers, especially teachers and future researchers.

The Researcher



Yuli Mulyati

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