



PERCEPTIONS OF ENGLISH EDUCATION STUDENTS ON QUILLBOT AS A TOOL FOR VOCABULARY ACQUISITION

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Abstract

This study aims to explore the perceptions of sixth-semester students of the English Education Study Program at UIN Raden Intan Lampung regarding the role of QuillBot as a medium for English vocabulary learning. The increasing integration of Artificial Intelligence (AI) in education, particularly through applications such as QuillBot, serves as the background of this research, highlighting its potential as an authentic learning resource in EFL contexts. Vocabulary mastery is positioned as a fundamental component for the development of the four language skills: listening, speaking, reading, and writing. This study employed a qualitative approach with data obtained through a Likert-scale questionnaire and semi-structured interviews administered to 50 students who actively used QuillBot. The interview instrument was developed based on Patton and Moleong's theory, while the questionnaire was adapted from the Technology Acceptance Model (TAM). The findings indicate that most participants expressed positive perceptions toward QuillBot, describing it as a useful, motivating, and efficient tool for vocabulary acquisition. Features such as the Paraphraser and Synonym Finder were reported to enhance understanding of word choice, sentence construction, and contextual usage. Additionally, QuillBot facilitated self-directed learning through convenient access, real-time feedback, and the promotion of independent exploration. This study concludes that QuillBot can serve as an effective supplementary medium for vocabulary development and suggests its thoughtful integration into digital-based language learning strategies.

Keywords:

QuillBot, vocabulary acquisition, students' perceptions, self-directed learning.

A. INTRODUCTION

One of the language aspects that should be learned is vocabulary. Vocabulary development is a crucial step in comprehending a foreign language. This is because vocabulary is at the heart of foreign language acquisition; without it, no language skills exist. English has become the second language of choice, with many individuals, such as students and workers, needing to acquire English proficiency to support their daily activities. Motivations for learning English may depend on individual roles, with some being driven by personal curiosity and a desire to learn the language without external pressure.

Vocabulary acquisition refers to how children acquire and understand the number of words in a new language, both in their mother tongue and the foreign language. Vocabulary acquisition plays an essential role in language teaching and learning. English foreign language learners must acquire vocabulary and improve their knowledge of new words in English as the target language to maximize English communication. Correspondingly, according to (Marpaung1 et al., n.d.), a lack of vocabulary hinders people's ability to share their ideas, comprehend simple texts, follow instructions, and engage in conversations effectively.

One technological innovation that has garnered attention in the context of language learning is the use of tools like QuillBot. According to (Fitria, 2021), QuillBot is an online tool that you can use to enhance the readability and polish of your writing by rephrasing words and sentences, identifying and avoiding plagiarism, and summarizing large sections. The study's primary objective is to evaluate QuillBot, a well-liked AI-powered paraphrasing and rewriting tool that offers both free and premium levels for English language learners.

Students' perceptions significantly influence their learning experiences, including their engagement with instructional materials, motivation, and academic results. Moreover, students' perceptions of educators, learning settings, and pedagogical approaches might influence the efficacy of their knowledge retention. Perception refers to an individual's interpretation and synthesis of experiences to evaluate the quality of anything as positive or negative.

A recent trend in language schools is using artificial intelligence-based technologies (Ginting & Fithriani, 2022). QuillBot is a popular free paraphrasing tool, an artificial intelligence (AI) system that provides wording ideas (Dale, 2020). Students can significantly benefit from QuillBot through enhanced paraphrasing efficiency and time

conservation. Furthermore, students use QuillBot to validate and rectify their spelling and grammar. This paraphrasing software, which was founded in 2017 by three computer science students, has become one of the more affordable solutions for paraphrasing texts using artificial intelligence (Fitria, 2021). QuillBot has developed features such as AI Detector, Citation Generator, Summarizer, Plagiarism Checker, Grammar Checker, Paraphraser, Translator, and Flow. The emergence of QuillBot is evidence that, as technology advances, education is evolving and will continue to do so in the modern era. As technology becomes more sophisticated, various websites and applications have appeared that boost productivity in human labor and promote education. The presence of QuillBot reflects how technology continues to transform to support learning, including vocabulary acquisition.

Vocabulary acquisition refers to the process by which individuals learn and internalize new words, including their meanings, pronunciations, and appropriate usage in context. It encompasses receptive vocabulary (words recognized when reading or listening) and productive vocabulary (actively used in speaking and writing). In educational contexts, students often face challenges in expanding their vocabulary due to limited exposure to authentic English materials and reliance on traditional teaching methods. Vocabulary acquisition is essential for developing students' communication skills and academic performance. Vocabulary is a crucial aspect that language learners should focus on if they are to master a language, as developing vocabulary helps learners acquire the four key skills: speaking, listening, reading, and writing.

Based on the preliminary research carried out in the sixth semester of the English Education Study Program at UIN Raden Intan Lampung, the researchers conducted an initial survey through an online questionnaire consisting of eight closed-ended questions. This pre-study was designed to identify how many students actively used QuillBot for academic purposes, particularly related to vocabulary learning, as indicated in the title and primary focus of the present research. The results of the preliminary investigation revealed that 50 students were familiar with and regularly utilized QuillBot as a digital tool in language learning activities.

The selection of sixth-semester students as participants was based on their academic exposure to key subjects, including vocabulary development, language teaching materials, and media-related courses. At this stage, students are assumed to possess sufficient theoretical and practical understanding of vocabulary learning through various media, making them appropriate and information-rich participants for

the main study. Their familiarity with learning technologies and academic writing tasks further supports their suitability for evaluating QuillBot as a vocabulary acquisition tool.

Therefore, the preliminary research findings affirmed that 50 sixth-semester students met the criteria and were selected as research subjects for the subsequent investigation. These results also strengthen the relevance and feasibility of examining students' perceptions toward QuillBot in the context of digital vocabulary learning integration at the tertiary level.

In general, this resource overview aims to summarize the subjects that will be analyzed, drawing on previous researchers' studies as a reference. Some of the following authors, among others, have authored theses and journals: (Nurmayanti & Suryadi, 2023), titled "The Effectiveness of Using Quillbot in Writing for Students of English Education Study Program." This study aimed to assess students' proficiency with Quillbot to compose error-free original scientific papers in English. This study used quantitative analysis in the study and was responses to questionnaires and samples for students of the English education study program. The differences and similarities between previous research and this research are that the purpose of this research is to find out students' perceptions on the use of Quillbot in their vocabulary acquisition process for students of the English Education Study Program. This study will use qualitative instruments questionnaires, documentation and interviews. The similarity is using QuillBot.

(Latifah et al., 2024) with the title "The Use of QuillBot in Academic Writing: A Systematic Literature Review. The purpose of this study was to investigate studies on the use of QuillBot in various aspects of academic writing. The methodology employed in this study is a Systematic Literature Review (SLR). The differences and similarities between previous research and this research will be explored in this study, which will use vocabulary acquisition, and the purpose of this research is to find out students' opinions on the use of Quillbot in their vocabulary acquisition process for students of the English Education Study Program. This study will use qualitative instruments, documentation, and interviews. The similarity is using QuillBot.

The TAM method was first introduced by (Davis, n.d.). TAM is an information systems theory that makes a model about the process the user accepts and uses technology. This model explains that when users use information systems, a number of factors influence their decisions about how and when to use the information systems.

The Technology Acceptance Model (TAM) adapts Theory of Reasoned Action to model user information system acceptance. The level of acceptance of information technology users was determined by six builders, namely: external variable, perceived ease of use, perceived usefulness, attitude toward using, behavioral intention to use, and actual system usage. The Technology Acceptance Model (TAM) is an information technology system acceptance model that will be used by research. Davis developed TAM based on the Theory of Reasoned A model. TAM adds two main the Theory of Reasoned Action model. These two main constructs are the perceived usefulness and perceived ease of use.

(Kurniati & Fithriani, 2022) with the title "Post-Graduate Students' Perceptions of Quillbot Utilization in English Academic Writing Class". The purpose of this study was to investigate how post-graduate students view Quillbot as a digital tool for English academic writing. This study employed a qualitative case study design by involving 20 post-graduate students majoring in English education who were already familiar with Quillbot to participate. This research was conducted at a state university in North Sumatra. Twenty postgraduate students at the magister level majoring in English education were recruited to participate in this study. The differences and similarities between previous research and this research, this study will use vocabulary acquisition, and the purpose of this research is to find out students' opinions on the use of Quillbot in their vocabulary acquisition process for students of the English education study program. This study used qualitative instruments, documentation, and interviews. Participants will be Students of the English Education Study Program.

B. RESEARCH METHOD

According to (Jhon W Creswell, 2009), Qualitative research is a method for exploring and comprehending the significance that individuals or groups attribute to a social or human phenomenon. The inquiry into management encompasses emerging questions and tactics, data typically gathered within the participant's environment, inductive data analysis progressing from specifics to general themes, and the researcher interpreting the significance of the data. The comprehensive report features a flexible framework. Individuals who engage with this framework of inquiry support an inductive approach that emphasizes personal meaning and the importance of articulating the complexity of a situation. The researcher employed descriptive qualitative research as the data collected from the study tools are articulated

consistently and verbally. According to (Indrasari et al., 2018), qualitative research methods are based on postpositivist philosophy and are used to study subjects in their natural conditions, where the researcher serves as the key instrument. Data collection uses triangulation techniques, and data analysis is inductive. The results of qualitative research emphasize mean rather than generalization. This means that qualitative research is a method aimed at understanding a phenomenon in depth based on the experiences and perspectives of those who experience it, rather than merely collecting numerical or statistical data.

The population of this study consisted of sixth semester students in the English Education Study Program of UIN Raden Intan Lampung. This study's sample comprises 50 students in the sixth semester of the English Education Study Program at UIN Raden Intan Lampung. Sample determination in qualitative research is not based on statistical calculations, but rather on the goal of obtaining rich and in-depth information. According Lincoln and Guba in (Putri et al., n.d.) emphasizes that sample determination in qualitative research mostly uses purposive sampling, which is selected based on certain considerations because it is considered to best understand the phenomenon being studied. The sample size also does not have to be large, but rather sufficient until the data is considered saturated. In line with this, According (Gavina & M. Ibay-Pamo, 2024) found that sample sizes in qualitative research vary, ranging from very small to nearly 100 participants, with the most commonly used number being 2030 people, followed by 40, 50, and 25.

According to (Seetharaman Bala, 2016), maximum variation sampling this strategy involves cases representing variations on specified aspects of a phenomenon of interest e.g. geographical variations, education etc. This type of sampling helps in capturing and describing central themes that cut across variation (common patterns among variations) resulting in high quality, detailed description of each case. The researcher selected 11 students using maximum variation sampling to dig deeper into students' perceptions of the use of QuillBot in vocabulary acquisition. By involving informants who have very frequent use of QuillBot, sixth semester students, who are willing to be interviewed, and different learning experiences, the researcher can explore the phenomenon more comprehensively. This approach allows a variety of perspectives to emerge, as well as identifying relevant common themes amidst the diversity.

This researcher used a questionnaire as the primary data collection instrument. The questionnaire is an instrument that contains a series of questions used to collect

data from respondents. According to (Indrasari et al., 2018), The questionnaire is a data collection technique that gives respondents a set of questions or written statements to answer. The questionnaire is an efficient data collection technique when the researcher knows exactly the variables to be measured and what can be expected from the respondent. Questionnaires are also suitable for use when the number of respondents is large enough and spread across a wide area. The type of questionnaire used in this research is an open-ended questionnaire and a closed-ended questionnaire. An open-ended questionnaire allows respondents to provide a free response in their terms, enabling them to explain and qualify their answers and avoid the limitations of pre-set response categories. While the closed-ended questionnaire here used a rating scale questionnaire, the researcher used a Likert Scale to get the information from the participants.

This researcher used interviews as a tool to collect the data. According to (Ardiansyah et al., 2023), interviews are frequently employed in qualitative research to grasp opinions comprehensively. Qualitative interviews seek to comprehensively comprehend an individual's experiences, thoughts, and viewpoints on the examined issue. The interview is a data-gathering approach that directly connects researchers and study participants. Researchers get information during interviews by posing questions to participants. Interviews may be categorized into structured, semi-structured, and unstructured. This study employed a semi-structured interview format. This interview seeks to elucidate the issue more transparently. Interviewees are solicited for their perspectives and insights through attentive listening and documentation of the interview process.

According to (Fiorentya & Puspitasari, n.d.), documents represent a good source for text (and image) data in qualitative research. They provide the advantage of being in the language and words of the participants, are ready for analysis without transcription, and represent thoughtful data in that participants have given attention to compiling them. Documents in writing include diaries, life histories, stories, biographies, regulations, and policies. Documents in the form of images, for example, photos, live pictures, sketches, and others. Documents in the form of works, such as works of art, which can be pictures, sculptures, films, and others. Documentation used to collect written data, such as screenshots of the results of using Quillbot.

C. FINDINGS AND DISCUSSION

The researcher categorized the data in this chapter according to the two research questions that guided the study. The two questions include: What are the benefits and challenges of using Quillbot for vocabulary acquisition, and how do students perceive using Quillbot for vocabulary acquisition. Data was collected through questionnaires, interviews, and documentation.

This section contains the results of the questionnaires and interviews used as data collection instruments in this study. The questionnaires and interviews were designed to collect relevant information to answer the research questions that have been formulated previously. There were 25 questionnaire questions to be answered by the students and 16 questions for the interviews. The questions in the questionnaire were divided into several sections covering the various aspects to be analyzed. There are five sections of the questionnaire: 6 questions about perceived usefulness, seven questions about perceived ease of use, four questions about attitude towards using technology, four questions about behavioral intention to use, and the last one is about actual technology use, four questions. Each section of the questionnaire was designed to obtain in-depth and comprehensive information to provide an accurate picture of the data obtained. Respondents were asked to answer each question honestly and according to the conditions they experienced. The questionnaire was administered to 50 English Education Study Program English students in 2022 sixth semester. The questionnaire data was distributed for 6 days on May 14 to May 19, 2025.

Meanwhile, for the interview, there are six interview sections: three questions about experience, four questions related to choose, two questions about feelings, three questions about knowledge, one question about senses, and the last three questions related to background. Interview data was collected to gather in-depth information about students' experiences using Quillbot to improve insight. Data was collected from 11 students who had been categorized into those who had filled out the questionnaire. The interviews were conducted for three days, from May 18 to 20, 2025. From each respondent's answer to each question and the respondent's answer as a whole. There are several choices between the SA option, which means "Strongly Agree", the option A, which means "Agree", the option N, which indicates "Neutral", the option D, which means "Disagree", and the last option, SD, which means "Strongly Disagree". The options show the number of students who chose the statement in the questionnaire.

The total Number of Responses is the overall result of students who chose from each option.

The researcher used questionnaire instruments, interviews and documentation to find out the perception of students' experience in using Quillbot in their vocabulary reception. The researcher combined the three instruments to strengthen the data of the research results. The results of this study show that the use of Quillbot has a significant impact on increasing students' vocabulary, becoming more knowledgeable about the synonyms they get. This finding is supported by questionnaire data that shows the majority of students felt an increase, interviews that reveal positive experiences, and documentation that shows the development of vocabulary they get from not knowing to knowing synonyms.

Based on the results of the interviews and questionnaires, the students said that they often use Quillbot when doing assignments. This means that Quillbot has an important role in their vocabulary skills. In addition, students also have a positive response to the use of Quillbot in vocabulary acquisition. This can be seen from the results of the questionnaire, where the average student chooses to agree or strongly agree with the questions that have been given. Then for interviews, students argue that QuillBot can help them in improving their vocabulary and help them in doing assignments. In the documentation data, namely screenshots of Quillbot usage from the paraphrasing and grammar checker features taken from students who have been interviewed. The results showed that from paraphrasing sentences, students can increase their vocabulary because Quillbot provides synonyms of the original word, students said that previously students did not know the words that had been paraphrased by Quillbot. In addition, students also learned better use of phrases. As for the grammar checker feature, the most corrected by Quillbot are spelling mistakes, subject-verb agreement, and also prepositions.

In order to understand students' experiences in using Quillbot as a tool to develop vocabulary, it is important to explore various aspects which include ease of use, perceived benefits, and challenges that students may face during the learning process. According to the data collected by the researcher, all students used Quillbot in the process of increasing vocabulary and some of them always used Quillbot when they did write assignments. Students argued that Quillbot can help them especially in doing the assignment to paraphrase the journal or make a writing in QuillBot therefore from that they get the new vocabulary they get. According to students, Quillbot helps them to

explore the vocabulary and synonyms they get to be wider. This application is also considered to facilitate the paraphrasing process, so they can produce better quality writing in a shorter time. Students also feel more confident in completing writing assignments because of the support from Quillbot that can help them express ideas more clearly and precisely.

On the questionnaire stating that Quillbot helps students understand synonyms and word variations better, 43 students or 86% agreed with the statement, making it the most selected option. This is consistent with the statement in the interview that Quillbot is effective in helping acquire new vocabulary. The students also stated that by using Quillbot, they learned more about correct grammar and sentence structure, thus overall improving their writing ability. The results of this study support researchers' findings by (Saputra & Hendriani, 2024) who emphasized that Quillbot helps EFL students improve vocabulary learning such as vocabulary development, writing, reading comprehension, and grammar correction. This is also reinforced by the interview results.

Students' perceptions show that they feel many benefits from using QuillBot, such as helping to improve vocabulary, translate texts, and correct grammar. In addition, QuillBot also makes students' work easier and faster, so they have more time to complete other tasks. This has a positive impact, because students can manage their time more efficiently. This positive experience further strengthens students' perceptions that QuillBot is an effective tool for improving vocabulary while optimizing their study time. However, students also feel the shortcomings of QuillBot, such as some paid features that cannot be used by free version users and the limit used in the paraphrasing feature cannot be much, it must be premium to adjust the context accordingly. Students also feel that sometimes the language is not appropriate to the context or is too formal.

This study examines in depth the contribution of Quillbot to their vocabulary development. Quillbot with its various advanced features acts as a tool to help students correct grammatical errors, correct spelling, and expand vocabulary. In the interview results, students stated that Quillbot can help them improve grammar, especially when Quillbot corrects their writing. Where students can gain knowledge about grammar when there are sentences that need to be corrected. Quillbot contributes greatly to correcting grammar and increasing knowledge about grammar. In addition, research

(Latifah et al., 2024) states that Quillbot helps students who have difficulty checking grammar, offering a simple and accessible tool.

Finally, there is positive perceptions from students regarding Quillbot's contribution to improving students' vocabulary through the use of paraphrasing compared to other methods. In addition to students being flexible in using vocabulary after using Quillbot, students stated that using Quillbot can help improve vocabulary. Based on the questionnaire, most students agreed with the statement "using Quillbot helps me improve my vocabulary faster than other traditional methods." As many as 46 students or 92% of students who chose to agree, stated that most students agreed. Meanwhile, statements in student interviews stated that it can improve vocabulary knowledge. These results are supported by research (Jaladara et al., 2023) which states that the benefits of Quillbot for students include learning about new word categories that they may not have known existed, using more academic terms to improve their essays and if there are time constraints, using paraphrasing tools to save time. This is because Quillbot often offers different synonyms when paraphrasing, so students can enrich their vocabulary and better understand the various uses of words in different contexts. Based on these results, students not only learn to construct sentences more effectively, but also gain new knowledge about words that can be used in different contexts, thus enriching their writing skills.

D. CONCLUSION

Based on the findings, it can be concluded that students perceive QuillBot as a beneficial tool for vocabulary acquisition. Most students found that QuillBot helped them improve their vocabulary by providing various synonyms, enhancing their understanding of grammar and sentence structure, and supporting the overall quality of their writing. The tool's paraphrasing and grammar-checking features allowed students to explore alternative word choices and correct grammatical errors, enriching their linguistic competence. Despite these advantages, students also faced some challenges. They noted the need to review paraphrased content for accuracy and meaning carefully, and some reported limitations due to restricted access to premium features. Overall, students viewed QuillBot positively, acknowledging its role in supporting their vocabulary development and writing improvement. The tool served as a means to expand word knowledge and as a support system in academic learning within the digital era.

E. SUGGESTIONS

The researcher suggests that students use Quillbot as a support tool, not as a substitute for their skills. Students are expected to continue to practice adding vocabulary independently and critically. So that Quillbot is utilized as a tool that supports the learning process, without reducing the opportunity for students to hone their critical thinking skills and creativity.

Future researchers are expected to conduct more in-depth research on the use of more complete Quillbot features. Future research can explore how each of these features affects various aspects of vocabulary skills. By examining the use of Quillbot features in more detail, future researchers can provide greater insight into the role of this technology in education and how its use can be optimized to support the development of better English language skills.

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