



Online Paraphrasing Tools in Language Learning: Students' Perceptions to Overcome the Difficulties in Academic Writing

Riski Abi Harnoyo 

English Education Department, Satya Wacana Christian University, Salatiga, Indonesia

ARTICLE INFO

Article history:

Received : May 31, 2024

Revised : June 21, 2024

Accepted : June 24, 2024

Available online : June 26, 2024

Keywords:

online paraphrasing tools,
academic writing, difficulties in
academic writing

ABSTRAK

Penelitian ini bertujuan untuk menganalisis persepsi siswa dalam menggunakan alat parafrase online untuk mengatasi kesulitan mereka dalam menulis akademik. Para peserta adalah 23 mahasiswa English as a Foreign Language (EFL) universitas di sebuah universitas swasta di Jawa Tengah, Indonesia. Para siswa berasal dari angkatan 2019, 2020, dan 2021, dan mereka pernah menggunakan alat parafrase online untuk membantu mereka dalam perjalanan penulisan akademik mereka di berbagai kelas terkait penulisan akademik, seperti Penulisan Akademik, Desain Penelitian, Desain Instrumen Penelitian, dan Laporan Penelitian. Data dikumpulkan melalui kuesioner tertutup menggunakan skala Four-Likert (yaitu, Sangat Setuju, Setuju, Tidak Setuju, dan Sangat Tidak Setuju). Analisis data menunjukkan bahwa persepsi positif siswa terhadap alat parafrase online untuk mengatasi kesulitan dalam penulisan akademik mereka. Selain itu, dengan menerapkan alat parafrase online, siswa dapat mengatasi kesulitan dalam penulisan akademis mereka. Studi ini juga melaporkan persepsi positif siswa bahwa menggunakan alat parafrase online dapat membantu meningkatkan kualitas penulisan akademis mereka dan membuat mereka lebih percaya diri dalam menulis secara akademis.

ABSTRACT

This research aims to analyze the students' perception of using online paraphrasing tools to overcome their difficulties in academic writing. The participants were 23 university English as a Foreign Language (EFL) students at a Central Java, Indonesia private university. The students were from batches 2019, 2020, and 2021, and they used online paraphrasing tools to help them in their academic writing journey in various academic writing-related classes, such as Academic Writing, Research Design, Research Instrument Design, and Research Report. The data were collected through close-ended questionnaires using the Four-Likert scale (i.e., Strongly Agree, Agree, Disagree, and Strongly Disagree). The data analysis indicated that positive students' perceptions of online paraphrasing tools to overcome the difficulties in their academic writing. Moreover, by applying online paraphrasing tools, students can overcome difficulties in their academic writing. The study also reported students' positive perceptions that using online paraphrasing tools might help to improve their academic writing quality and make them more confident in writing academically.

1. INTRODUCTION

There are three genres of writing: academic writing, job-related writing, and personal writing. Among these three, academic writing is the most challenging because it requires students to follow various academic standards and participate in critical thinking to write high-quality writing work (Kurniati & Fithriani, 2019; Lin & Morrison, 2021). Apart from the high qualifications of writing skills to conduct academic writing, it is essential because of its role as a graduation requirement, government policy, and institutional norms to require students to publish scholarly articles in scientific journals. Those statements were also reinforced by the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Regulation Number 50 of 2018 on National Standards for Higher Education, which stated, "graduates of undergraduate programs and applied undergraduate programs prepare a thesis or final assignment report and upload it to the higher education repository which is integrated in the *Kemendikbudristek Student Final Assignment Repository* portal (accessible at rama.ristekdikti.go.id) unless published in a journal". Therefore, the practice of academic writing is a fundamental element of the

*Corresponding author.

E-mail addresses: 112019022@student.uksw.edu (Riski Abi Harnoyo)

education-learning process, and students must be responsible for the originality of their writing in academic writing.

However, writing academically is often challenging for English as a Foreign Language (EFL) students (Mali, 2022; 2023) as they might only have a few hours per week to receive English exposure (Mali, 2022). The challenges often cause students to plagiarize, which is the inability to rewrite the materials in their own words (Fitria, 2021). An ethical principle that students and researchers must possess is that they are supposed to show respect and recognition for others' work (Mira & Fatimah, 2020). If they do not follow this ethic, they automatically perform academic dishonesty, including cheating and plagiarism.

There are several methods for avoiding plagiarism; one of the most popular is the paraphrase method. A paraphrase method is a process of reconstructing a concept from another source in one language and style (Solanki et al., 2019). This method is a strategy that students can apply to develop and sequence ideas appropriately and rationally and follow the logic of the language. With that strategy, the meaning of the original text they would like to cite has remained the same. However, without proper citation, paraphrasing is also considered plagiarism. Therefore, the students must disclose pertinent source information in their work whenever they adopt someone's idea and express it in their own words and style.

Nevertheless, the students frequently need help with paraphrasing techniques since they want to replicate the original text. The primary cause of paraphrasing issues is a need for prior experience and understanding of academic writing standards. With the advancement of technology, the obstacles mentioned above in academic writing might be overcome. All learning processes nowadays involve technology, and even the study of digital technology in the learning process is becoming increasingly important (Fithriani, 2021). Therefore, to minimize those problems, students might use online paraphrasing tools to assist them in paraphrasing, which they can access the websites for free or paid. Students might improve their writing clarity and professionalism by rephrasing words and phrases, recognizing and avoiding plagiarism, and summarizing long texts using online paraphrasing tools (Kurniati & Fithriani, 2022).

This research explores students' perceptions of online paraphrasing tools in the academic writing process. More specifically, the researcher aims to answer the following research question: *What are EFL students' perceptions of using online paraphrasing tools in their academic writing process?* This research is important because answers to the research questions might benefit EFL students who wish to learn to paraphrase by utilizing various online paraphrasing tools to help them improve the quality of their writing in their academic writing courses.

Previous studies reported different results on how online paraphrasing tools influence students in academic writing. Nurmayanti and Suryadi (2023) examined the effectiveness of *Quillbot* as one of the online paraphrasing tools in improving writing for students of the English education study program at a university in Riau. The result of this study is related to Fitria's (2021) study, which found that *Quillbot* is a helpful tool for students who need to paraphrase or rewrite written English. Similarly, Chui (2022) concluded that *Quillbot* effectively avoids plagiarism by repeating parts of grammar and other sources.

Other studies conducted by Maulida and Sulistyningrum (2021) informed that online paraphrase tools could help students address paraphrasing challenges such as modifying synonyms, changing parts of speech, changing word order, converting active to passive or vice versa, and showing the original text from the source. In addition, from the study, online paraphrasing tools could help the students paraphrase good discourse markers, use proper tenses, and ensure appropriate grammar. Online paraphrasing tools were good tools to help students with limited English language ability.

A Study conducted by Alammar and Amin (2024) at Majmaah University in Saudi revealed that EFL students perceive using APTs (Automated Paraphrasing Tools) favorably. They view APTs as valuable tools that help them write their research projects and indirectly acquire new synonyms and sentence structure in the academic process. Most students agreed on paraphrasing tools' significance, appropriateness, and effectiveness. Although the APTs are helpful for EFL students, they must not only rely on them but also learn how to paraphrase to check the appropriateness of the texts produced by APTs.

Like the study above, Syahnaz and Fithriani (2023) examined 20 students in a state university in Indonesia who had passed the Academic Writing course. The result of the study mentioned that the students exhibited positive responses toward using QuillBot in academic writing. Furthermore, they also find QuillBot beneficial for three reasons: first, it helps improve the content or argument; second, it minimizes grammatical errors; and third, it enhances the language used in their manuscripts. It can be concluded that artificial intelligence, such as online paraphrasing tools, encounters students' problems in academic writing and significantly improves their writing. The researcher will use the findings of the

previous studies reviewed above to see if the present study's findings confirm or challenge those reported by the previous studies. The researcher will continue discussing the study method.

2. METHODS

This research explores students' perceptions of online paraphrasing tools in language learning. The researcher conducted a descriptive statistic study similar to Mali (2022) to achieve that purpose. According to Hayes (2024), descriptive statistics are apparent informative coefficients describing a particular data set, representing the complete population or a sample. Descriptive statistics summarize data in an organized manner by explaining the relationship between variables in a sample or population (Kaur et al., 2018).

This study was conducted in the English Education Program at a private university in Central Java, Indonesia, and involved 23 students from the 2019, 2020, and 2021 batches. Nine students (40%) are male, while the other 14 (60%) are female. All the participants had taken academic writing-related courses such as *Academic Writing*, *Research Design*, *Research Instrument Design*, and *Research Report*. The researcher initially used a *WhatsApp* polling feature to find the participants from batches 2019, 2020, and 2021 who were familiar with any online paraphrasing tools they had used to assist their writing in those courses. The results of the polling are displayed in Figure 1.

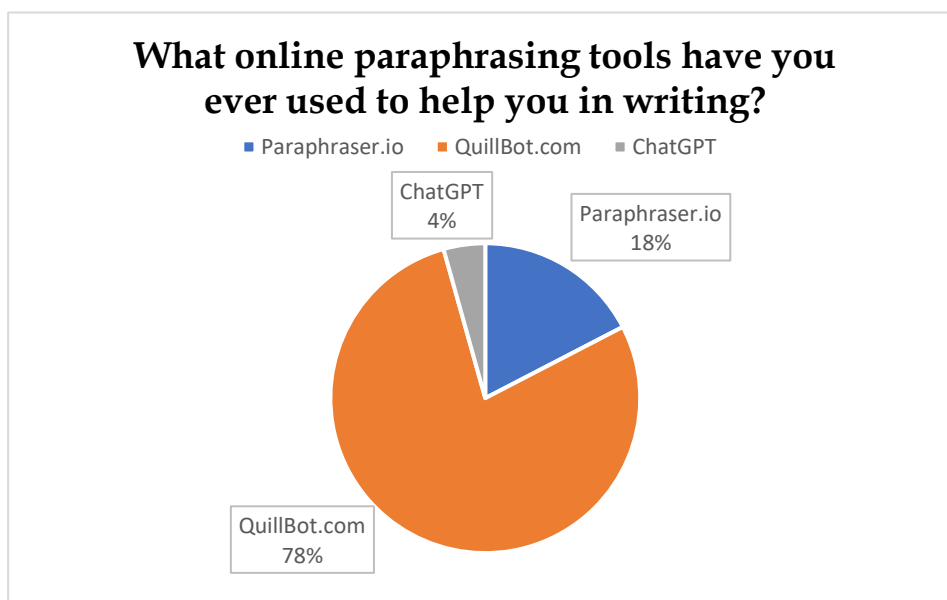


Figure 1. Participants experience with online paraphrasing tools

The researcher then messaged each participant who had responded to the polling by using the *WhatsApp* application to explain the research purposes and their help to fill out the online questionnaire designed by *Google Forms*. The questionnaire asked the students to respond to 15 close-ended statements using a Likert-type scale (i.e., Strongly Agree, Agree, Disagree, and Strongly Disagree). Closed-ended questions will reduce the variability of respondents' responses to facilitate the analysis. The questionnaire for this research only required two sections to be filled out. The first section (demographic data) asked some participants for information such as their gender, email student, and what online paraphrasing tools they have ever used to help them in writing. The second section consisted of 15 closed-ended questions (see Table 1) that the participants needed to fill in. The questionnaire used in this study should be valid because the items were developed from the theories (e.g., Fitria, 2021; Kurniati & Fithriani, 2022; Pahlevi, 2020; Syahnaz & Fithriani, 2023; Maulida & Sulistyanigrum, 2021) and checked by an expert with a PhD in language, literacy, and technology.

Table 1 *The Questionnaire Items*

| No | Questions | Taken from | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-----|--|------------------------------------|----------------|-------|----------|-------------------|
| 1. | I think OPTs are easily accessible digital learning tools. | Fitria (2021) | | | | |
| 2. | I think OPTs assist me in avoiding plagiarism in academic writing. | Kurniati and Fithriani (2022) | | | | |
| 3. | By using OPTs, I am not afraid to make mistakes in writing because I can revise them myself. | Pahlevi (2020) | | | | |
| 4. | I think OPTs help me to use proper language for paraphrasing my writing. | Syahnaz and Fithriani (2023) | | | | |
| 5. | I think OPTs' features greatly assist me in academic writing. | | | | | |
| 6. | I think using OPTs reduces my anxiety in academic writing. | | | | | |
| 7. | I think OPTs encourage me to write in academic writing. | | | | | |
| 8. | I think using OPTs improves my confidence in writing. | | | | | |
| 9. | I think OPTs enrich my vocabulary. | | | | | |
| 10. | I think that by using OPTs, I can use various words in my writing. | Maulida and Sulistyaningrum (2021) | | | | |
| 11. | I think that using OPTs enhances my grammar skills in academic writing. | | | | | |
| 12. | I think that by using OPTs, I can reduce my grammatical errors in academic writing. | | | | | |
| 13. | I think that by using OPTs, I can reduce my spelling and punctuation errors in academic writing. | | | | | |
| 14. | I think OPTs' features effectively improve the quality of my writing. | | | | | |
| 15. | I think that by using OPTs, my writing is getting better and better. | | | | | |

Participants' responses were processed using *Microsoft Excel* to generate descriptive statistics where frequencies, percentages, mean, and standard deviation were calculated and analyzed using descriptive statistical techniques (see Fisher & Marshall, 2009; Mali, 2022). The following sections will present the study findings.

3. RESULT AND DISCUSSION

Results

This study aims to answer the following research question: *What are EFL students' perceptions of using online paraphrasing tools in their academic writing process?* Answers to this research question are displayed in Table 2. The data testify that most of the students (n=14) strongly agreed, and some (n=9) agreed that online paraphrasing tools are easily accessible digital tools, which means all the participants gave positive comments and approved the first statement. The second statement states that OPTs assist me in avoiding plagiarism in academic writing. This statement elicited eight participants to agree strongly, and most of the participants (n=14) agreed, while only one gave negative responses (disagree). Nevertheless, it can be assumed that more than 80 percent of participants responded positively to using online paraphrasing tools in academic writing. This finding confirms what Mali (2022) found in their study about students' positive perceptions of using OPT to support their writing.

Table 2. Students' Perception Toward the Use of Online Paraphrasing Tools

| No. | Statement Items | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean | Standard Deviation |
|-----|--|----------------|--------|----------|-------------------|------|--------------------|
| 1. | I think OPTs are easily accessible digital learning tools. | 60,87% | 39,13% | - | - | 3.61 | .499 |
| 2. | I think OPTs assist me in avoiding plagiarism in academic writing | 34,78% | 60,87% | 4,35% | - | 3.30 | .559 |
| 3. | I think by using OPTs, I am not afraid to make mistakes in writing because I can revise them by myself | 21,74% | 60,87% | 13,04% | 4,35% | 3,35 | .647 |
| 4. | I think OPTs help me to use proper language for paraphrasing my writing | 30,43% | 56,53% | 13,04% | - | 3,17 | .650 |
| 5. | I think OPTs' features greatly assist me in academic writing | 34,78% | 60,87% | 4,35% | - | 3.30 | .559 |
| 6. | I think using OPTs reduces my anxiety in academic writing. | 30,43% | 43,48% | 21,74% | 4% | 3,00 | .853 |
| 7. | I think OPTs encourage me to write in academic writing. | 26,09% | 43,48% | 30,43% | - | 2,96 | .767 |
| 8. | I think using OPTs improves my confidence in writing. | 21,74% | 56,52% | 21,74% | - | 3,00 | .674 |
| 9. | I think OPTs enrich my vocabulary. | 34,78% | 56,52% | 8,70% | - | 3,26 | .619 |
| 10. | I think that by using OPTs, I can use various words in my writing. | 47,83% | 47,83% | 4,35% | - | 3,43 | .590 |
| 11. | I think that using OPTs enhances my grammar skills in academic writing | 30,43% | 56,53% | 13,04% | - | 3,17 | .650 |
| 12. | I think that by using OPTs, I can reduce my grammatical errors in academic writing. | 39,13% | 52,17% | 8,70% | - | 3,30 | .635 |
| 13. | I think that by using OPTs, I can reduce my spelling and punctuation errors in academic writing. | 43,48% | 47,83% | 8,70% | - | 3,35 | .647 |
| 14. | I think OPTs' features effectively improve the quality of my writing. | 39,13% | 52,17% | 8,70% | - | 3.30 | .635 |
| 15. | I think that by using OPTs, my writing is getting better and better. | 4,35% | 60,87% | 21,74% | 13,04% | 2,57 | .788 |

For the third statement regarding using OPTs, I am not afraid to make mistakes in writing because I can revise them by myself. As many as 19 participants responded positively to the statement; three chose the option to disagree, and one chose the strongly disagree option. Then, the fourth statement concerning one benefit of using online paraphrasing tools is to help to use proper language for paraphrasing in their academic writing receives a kind of positive response; as many as seven students chose strongly agree, and as many as 13 students chose to agree, and only three participants gave different responded (disagree) to the statement. Therefore, almost all the participants agreed with the fourth statement.

Next, the fifth statement says that online paraphrasing tools greatly assist their academic writing and have many positive responses. As many as 14 students had the option to agree, as many as eight students chose to agree with the statement strongly, and only one participant chose to disagree. Regarding the sixth statement, 17 participants felt that online paraphrasing tools precisely reduce their anxiety in academic writing; 10 participants chose to agree, and seven participants chose to agree strongly. Six participants had different opinions on the statement; this did not affect the statement because the number was smaller than the participants who gave positive responses. According to the table, the seventh

statement related to the fifth statement: only seven participants thought online paraphrasing tools did not encourage them to write in academic writing, whereas more than half of the participants (n=16) gave positive comments. Ten participants chose to agree, and three strongly agreed. Even though the number of negative responses is seven, the value of positive responses by the participant does not change.

As many as 18 participants believe that OPTs improve their confidence in writing regarding the eight statements. In total, 21 of 23 participants confidently said that online paraphrasing tools enrich their vocabulary, and 22 of 23 participants positively stated that they can use various words by using online paraphrasing tools. Only a few participants disagree with both (the ninth and tenth) statements. Based on these findings, online paraphrasing tools enrich vocabulary so students can use them in various words in their writing. Moreover, the eleventh statement, which said that online paraphrasing tools enhance grammar skills so they could reduce grammatical errors in their writing, brought out positive responses from participants. Almost all participants (n=20) agreed that online paraphrasing tools enhance their grammar skills in academic writing. In total, 21 of 23 participants positively agreed that using only paraphrasing tools could reduce the grammar errors in their academic writing regarding the twelfth statements. Only a few participants (n=5) from both statements did not feel that paraphrasing contributed to their writing, especially regarding their grammar skills.

Furthermore, as many as 11 participants agreed with the thirteenth statement, "I think by using online paraphrasing tools, I can reduce their spelling and punctuation errors in their writing in academic writing," and 10 participants strongly agreed. In total, (n=21) participants gave a positive response, and only (n=2) disagreed with the thirteenth statement and indicated that this statement was valid. In the following statement (the fourteenth), as many as (n=9) strongly agreed, and (n=12) agreed that using online paraphrasing tools' features improves the quality of their writing. This statement is also valid because less than a quarter of participants (n=3) disagreed with the statements. Lastly, I think my writing is improving using online paraphrasing tools. These close statements also received positive responses. More than half of the participants (n=1) plus (n=14) strongly agreed and agreed, and (n=5) and (n=3) participants stated if they disagreed and strongly disagreed.

Discussion

While the findings communicate various things, the researcher would like to discuss some commonalities. First, the research findings support Fitria's (2021) argumentation that online paraphrasing tools offer many features that students might use to help their writing in academic courses. Thus, to avoid plagiarism, students must try these paraphrasing tools, which will automatically change new terms, rephrase some sentences, and suggest words they may choose in their writing. Second, the questionnaire results informed students' overall agreement and positive perceptions of using online paraphrasing tools that could help students encounter challenges, such as revising the errors by themselves, helping them enrich and use various words in their writing, and enhancing their grammar skills. This result concurred with the previous studies by Nurmayati and Suryadi (2023), Maulida and Sulistianingrum (2021), and Syahnaz and Fithriani (2023), who also reported that online paraphrasing tools effectively help students address those related challenges. Moreover, this research revealed that most students commented positively that the online paraphrasing tools helped them improve the quality of their writing, boost their confidence, improve their writing, use proper tenses, and ensure appropriate grammar. This finding is consistent with Alammam and Amin's (2024) research findings.

Based on the above discussions, the researchers can draw three implications for using online paraphrasing tools to improve students' academic writing quality. The first is about the need for academic writing lecturers to equip themselves with the knowledge of online paraphrasing tools. With this knowledge, the lecturers can introduce their students to one or two paraphrasing tools and practice them together in class. Secondly, after introducing the tools, the lecturers and the students can agree on how much they can use the online paraphrasing tools to improve their writing. Are the students allowed to use the tools only to paraphrase the sentences? If so, how many sentences can they paraphrase using the tools? About can be drawn. Practically speaking, they should also discuss what the students can or cannot do with the paraphrasing tools. Therefore, it is essential to teach students, particularly EFL students, about paraphrasing strategies and increase their awareness so they do not over-rely on these tools. Third, although online paraphrasing tools are helpful for EFL students, they should only rely partially on the tools to work on their paraphrasing. Importantly, they should also learn the paraphrasing strategies independently without online paraphrasing tools because not all schools or universities have good internet connections and technology devices (as reported by (Mali et al., 2023; Muslem et al. 2018).

5. CONCLUSION

In conclusion, the study reported positive students' perceptions of online paraphrasing tools to overcome the difficulties in their academic writing. Most students believed online paraphrasing tools, especially Quillbot, are the most helpful technology students frequently use. Second, by applying online paraphrasing tools, students might overcome the difficulties in their academic writing. Third, the students believe that using online paraphrasing tools improves their academic writing quality and makes them more confident to write academically. Based on these concluding points, the researcher would like to share several recommendations specifically for EFL teachers and students who want to maximize the potential of online paraphrasing tools in their academic writing practices. Teachers should learn how to use Quillbot or other similar online paraphrasing tools and maximize their potential for academic writing purposes. With this knowledge, they should be able to introduce their students to the tools and guide them on how to maximize the potential of the tools to support their academic writing activities.

On the other hand, students should always learn and develop paraphrasing strategies independently, so they would only sometimes rely on online results of tools to make their writing natural. This study has several limitations. The small number of participants (n=23) in this research may affect the generalizability of the findings. Moreover, this research only collected the data from the online questionnaire. To address these limitations, future studies can involve more participants (e.g., also from those in master's and doctorate levels) and conduct interviews with the participants to obtain richer data on the extent to which online paraphrasing tools might or might not help them in their academic writing journey and how they deal with the paraphrasing results of these tools. It will also be fruitful to conduct a study to compare and contrast the strengths and weaknesses of various online paraphrasing tools. Then, the study can suggest one or two online paraphrasing tools that effectively help students in their paraphrasing activities.

5. REFERENCES

- Alammar, A., & Amin, E. A.-R. (2023). EFL students' perception of using AI paraphrasing tools in English language research. *Arab World English Journal (AWEJ)*, 14(3), 166-181. <https://doi.org/https://dx.doi.org/10.24093/awej/vol14no3.11>
- Ammyatun, R. L., & Kholis, A. (2023). Can artificial intelligence (AI) like QuillBot AI assist students' writing skills? assisting in learning to write texts using AI. *ELE Reviews: English Language Education Reviews*, 3(2), 135-154. <https://doi.org/10.22515/elereviews.v3i2.7533>
- Chui, H. C. (2022). The Quillbot grammar checker: Friend or foe of ESL student writers? *Journal of Creative in Language Learning and Teaching (CPLT)*, 10(1), 10-31.
- Darmalaksana, W. (2017). Panduan publikasi ilmiah: Perangkat aplikasi, standar penulisan dan etika kepengarangan [Guide to scientific publication: Application devices, authorship ethics and standards]. *Jurnal Riset dan Inovasi*, 2, 24-42.
- Fithriani, R. (2021). The Utilization of mobile-assisted gamification for vocabulary. *Computer Assisted Language Learning Electronic Journal*, 22(3), 146-163.
- Fitria, T. N. (2021). QuillBot as an online tool: Students' alternative in paraphrasing and rewriting English writing. *Englisia: Journal of Language, Education, and Humanities*, 9. <https://doi.org/10.22373/ej.v9i1.10233>
- Fisher, M. J., & Marshall, A. P. (2009). Understanding descriptive statistics. *Australian Critical Care*, 22(2), 93-97. <https://doi.org/j.aucc.2008.11.003>
- Hayes, A. (2024). *Descriptive statistics: definition, overview, types, and examples*. From Investopedia: https://www.investopedia.com/terms/d/descriptive_statistics.asp
- Kaur, P., Stoltzfus, J., & Yellapu, V. (2018). Descriptive statistics. *International Journal of Academic Medicine*, 4(1), 60-63. <https://doi.org/https://www.researchgate.net/publication/327496870>

- Kurniati, E. Y., & Fithriani, R. (2022). Post-graduate students' perceptions of Quillbot. *JELTL (Journal of English Language Teaching and Linguistics)*, 7(3). <https://doi.org/https://dx.doi.org/10.21462/jeltl.v7i3.852>
- Lin, L., & Morrison, B. (2021). Challenges in academic writing: Perspectives of Engineering faculty and L2 postgraduate research students. *English for Specific Purposes*, p. 63. <https://doi.org/https://doi.org/10.1016/j.esp.2021.03.004>
- Mira, A. S., & Fatimah, S. (2020). Students' paraphrased texts and their perceptions of paraphrasing in academic writing. *Jurnal Bahasa dan Pembelajaran Bahasa*, 14(1), 55-69. <https://doi.org/10.24036/ld.v14i1.42494>
- Mali, Y. C. G. (2022). The exploration of university students' perceptions of using technology in academic writing classrooms. *LLT Journal: A Journal on Language and Language Teaching*, 25(1), 107-121. <https://e-journal.usd.ac.id/index.php/LLT/article/view/4234>
- Mali, Y. C. G. (2023). EFL students' challenges in writing research proposals. *LLT Journal: A Journal on Language and Language Teaching*, 26(1), 272-289. <https://doi.org/10.24071/LLT.V26I1.5296>
- Mali, Y. C. G., Kurniawan, D., Januardi, J. I., Swara, S. J., Lokollo, N. C. E., Picauly, I. A., Paramitha, N. G., Tanore, J. A., Dewani, M. S., & Pakiding, R. W. (2023). Issues and challenges of technology use in Indonesian schools: Implications for teaching and learning. *International Journal of Indonesian Education and Teaching*, 7(2), 221-223. <https://e-journal.usd.ac.id/index.php/IJIEET/article/view/6310>
- Mulyani, S. (2020). Students' perception and motivation toward English E-learning during the COVID-19 pandemic (A study of the tenth graders at SMA N 1 Suruh in the academic year of 2019/2020). *E-Repository Universitas Islam Negeri Salatiga*. <http://e-repository.perpus.iainsalatiga.ac.id/8450/>
- Muslem, A., Yusuf, Y. Q., & Juliana, R. (2018). Perceptions and barriers to ICT use among English teachers in Indonesia. *Teaching English with Technology*, 18(1), 3-23. <https://files.eric.ed.gov/fulltext/EJ1170638.pdf>
- Nurmayanti, N., & Suryadi. (2023). The effectiveness of using Quillbot in improving writing for students of English education study program. *Jurnal Teknologi Pendidikan*, 8(1), 32-40. <https://e-journal.undikma.ac.id/index.php/jtp/indeks>
- Pahlevi, M. R. (2020). Student-teachers' engagement in mediated writing feedback: Narrative inquiry. *Journal of English Language Teaching and Linguistics*, 5(3). <https://doi.org/http://dx.doi.org/10.21462/jeltl.v5i3.439>
- Pujihastuti, I. (2010). Prinsip penulisan kuesioner penelitian. *CEFARS: Jurnal Agribisnis dan Pengembangan Wilayah*, 2(1), 43-56. <https://doi.org/https://jurnal.unismabekasi.ac.id/index.php/cefars/article/view/63>
- Solanki, A., Kumar, S., & Nayyar, A. (2019). *Emerging trends and applications of machine learning*. IGI Global. <https://doi.org/10.4018/978-1-5225-9643-1>
- Solanki, A., Kumar, S., & Nayyar, A. (2019). *Handbook of research emerging trends and applications of machine learning*. IGI Global. <https://doi.org/10.4018/978-1-5225-9643-1>
- Syahnaz, M., & Fithriani, R. (2023). Utilizing artificial intelligence-based paraphrasing tool in EFL writing class: A focus on Indonesian university students' perception. *Journal of English Language Teaching*, 07(02), 210-218. <https://doi.org/https://journal.lppmunindra.ac.id/index.php/SCOPE/>