Investigating EFL Students' Self-Efficacy on the Use of QuillBot Paraphrasing Tool in Academic Writing

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Abstract. The present study aimed to investigate the self-efficacy of EFL students regarding their use of the QuillBot paraphrasing tool in academic writing. A qualitative research method was employed, and data were gathered through interviews. The participants consisted of four EFL students who were currently in the process of writing their theses and utilizing the QuillBot paraphrasing tool. Data analysis was conducted using NVIVO thematic analysis. The findings indicated that EFL students' self-efficacy in utilizing the QuillBot paraphrasing tool was not satisfactory. This lack of self-efficacy was influenced by various factors, including behavioral, social, and personal aspects. Among these factors, behavioral elements had the most significant impact as they directly affected the students' competence in academic writing. The participants' belief in their own academic writing abilities was undermined by behavioral factors, as they experienced difficulties in vocabulary and grammar usage. Furthermore, the study revealed that the social environment played a crucial role in enhancing EFL students' self-efficacy. Specifically, the support and encouragement received from lecturers and classmates positively influenced the participants' self-belief and confidence in utilizing the QuillBot paraphrasing tool. In conclusion, this research suggests that EFL students' self-efficacy in using the QuillBot paraphrasing tool for academic writing can be improved by addressing behavioral challenges and fostering a supportive social environment.

Keywords: Self-Efficacy, QuillBot, EFL Student, Academic Writing.

Introduction

Self-efficacy is one of the key points in the process of learning due to it contains students' belief in their abilities. Flammer (2018) stated that self-efficacy is the belief in one's ability to have a significant impact. Furthermore, it becomes an important point because it is able to decide the result of learning through students' belief in their ability. Dharma (2018) stated that students who believe in themselves will be driven to achieve their learning objectives and be able to keep going on in facing the challenges. It is possible to conclude that students who have good self-efficacy would be able to achieve good results in learning.

However, a good level of students' self-efficacy is affected by many factors. Schunk & DiBenedetto (2021) stated that students' self-efficacy is related to behavioral, personal, and social factors. Behavioral is related to class attendance and assignment. Personal is related to cognitions and emotions. Then, social is related to teachers and friends at school. Students who have good emotions during the learning process, and have a good environment around them at school, would complete class attendance and assignments. So, they would be able to have a good result on learning.

In this study, self-efficacy that would be investigated is related to students' academic writing skills on the use of the QuillBot paraphrasing tool. Paraphrase is one of the important components of academic writing. Tardy (2010) in it, research, summarize, paraphrase, cite

references, adopt genre conventions that satisfy audience expectations, and choose language and grammar that are typical of less informal and more formal genres of writing are all required. Paraphrasing in academic writing is important because it is able to help writers to avoid plagiarism. Fitria (2022) stated that paraphrasing is a crucial academic writing skill due to it allows us to avoid plagiarism. However, in addition to its importance for academic writing, it becomes challenging for EFL undergraduate students due to the need for other skills in it, including vocabulary and grammar. Ismail et al. (2020) identified that vocabulary and grammar are the most challenging skills in paraphrasing. So, paraphrasing in academic writing is important because it is able to avoid plagiarism. However, paraphrasing needs other skills including vocabulary and grammar, which makes paraphrasing challenging.

Challenges in paraphrasing related to vocabulary and grammar skills are able to be solved through the use of technology by EFL undergraduate students. Bakla & Karakaş (2022) stated that due to the diverse linguistic origins, writing tradition, and demands of non-native English-speaker researchers and native English-speaker researchers, the technical tools and tactics that they will use in academic writing may also differ. The phenomenon of using technology in an academic writing context is able to be seen while EFL undergraduate students are writing a research proposal. Here, they use a paraphrasing tool namely QuillBot in solving their challenges related to vocabulary and grammar skills in paraphrasing during the process of writing a research proposal. So, the use of QuillBot by EFL undergraduate students is able to help them in solving the challenges of paraphrasing.

QuillBot is one of the paraphrasing tools that is usually used by EFL undergraduate students while writing a research proposal. Fitria (2021) stated that it is a paraphrasing software that can be easily found on the internet and is able to paraphrase any content. The use of it is able to help students in paraphrasing. Syahnaz & Fithriani (2023) stated that learners found that it is very valuable due to the language it utilizes to paraphrase their writing, including turning active phrases into passive or changing vocabulary to synonyms, which is particularly helpful to avoid plagiarism. Furthermore, the use of it is more efficient due to it is faster than manual paraphrasing. Fitria (2021) added that it makes writing quickly due to it could assist users with improving their writing instantly by cutting out words that are unnecessary and assisting them in communicating their ideas clearly. So, according to those previous studies, QuillBot is a paraphrasing tool that is able to help users paraphrase through its features.

Numerous studies have been conducted related to the use of QuillBot for paraphrasing. Fitria (2021) stated that it is able to be used as an alternative tool for students in paraphrasing through her analysis of inputting an English abstract text into the free and premium versions it. Then, Hiếu et al. (2022) added that based on their study, they found that the use of QuillBot by students in English Writing Advanced 3 class as a paraphrasing tool is able to enhance students' paraphrasing skills for writing academic essays through action research. Furthermore, Kurniati & Fithriani (2022) stated that the use of QuillBot by post-graduate students as a part of technology in academic writing is able to improve students' academic writing skills. The conclusion is based on post-graduate students' perceptions through questionnaires and semi-structured interviews. Moreover, Syahnaz & Fithriani (2023) added that students in the fifth semester perceived that the online paraphrase tool assists EFL students in solving the challenges they have when writing academic papers and thereby enhances their writing results. So, through several previous studies above, it can be concluded that QuillBot is able to help students in facing the challenges of paraphrasing.

In line with the previous studies, and based on the pre-observation, the researchers found that EFL students are using QuillBot paraphrasing tool because they have problems in paraphrasing for academic writing purpose, and it affects their self-efficacy in academic writing. The problems makes them harder in paraphrasing for academic writing and build a believe that they have low ability in academic writing. So, they need to find a tool that can help them in solving their problems iin academic writing.

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Paraphrasing Tool in Academic Writing

Previous studies and pre-observation found that the use of QuillBot is able to help students in facing the challenges of paraphrasing. Unfortunately, the research about EFL students' self-efficacy on the use of QuillBot paraphrasing tool in academic writing remains under-researched. For this reason, this study aims to investigate the EFL students' self-efficacy on the use of the QuillBot paraphrasing tool in academic writing.

Theoretical Framework
Self-Efficacy

Self-efficacy refers to an individual's belief in their own abilities and their confidence in their capacity to have a significant impact (Flammer, 2018). It is defined as the belief in one's capability to learn or perform at a certain level (Schunk & DiBenedetto, 2021). In the educational context, self-efficacy plays a crucial role in students' learning achievements. Academic self-efficacy, in particular, is identified as a key factor influencing academic success (Hayat et al., 2020). Strong academic self-efficacy is positively correlated with better academic achievement, as students who believe in their own capabilities are more motivated to achieve their learning objectives and persevere through challenges (Honicke & Broadbent, 2016; Dharma, 2018).

While self-efficacy is an important determinant of students' learning achievements, it interacts with other factors. According to Schunk and DiBenedetto (2021), there are three primary factors that contribute to students' academic success: personal, behavioral, and social or environmental factors. Personal factors encompass self-efficacy, cognition, and emotions. Behavioral factors include class attendance and completion of assignments. Social or environmental factors involve the influence of teachers, peers, and the overall school climate. Strong self-efficacy has a positive impact on motivation, learning, self-regulation, and ultimately, achievement (Wigfi, 2016). Therefore, it plays a pivotal role in determining students' learning achievements. It is an individual's belief in their own capabilities and has a significant influence on their motivation, perseverance, and overall academic success. However, it is important to acknowledge that self-efficacy is not the sole determinant of achievement, as it interacts with personal, behavioral, and social/environmental factors. By understanding the role of self-efficacy and its interaction with other factors, educators can effectively support students in enhancing their learning achievements.

EFL Student

EFL, or English as a Foreign Language, refers to a situation where individuals use English as a language that is not their first or second language. Harmer (2007) describes EFL as a context in which learners acquire English with the purpose of utilizing it when communicating with English speakers worldwide. Additionally, Si (2019) highlights that EFL is predominantly used by non-native English speakers, such as Chinese individuals who study English in China. Moreover, Rosyada & Sundari (2021) identify that students in non-native English-speaking countries, like Indonesia, study English as a foreign language (EFL). Based on these definitions, EFL students can be defined as individuals who employ English as their foreign language, including students in Indonesia.

In Indonesia, English as a Foreign Language is commonly taught in schools as part of the educational curriculum (Gayatri et al., 2023; Kartika-Ningsih & Gunawan, 2019; Pujianto et al., 2014). Students in Indonesia learn English as a foreign language with the aim of developing their communication skills in English. They learn speaking, listening, reading, and writing skills in English (Abrar et al., 2018; Andriani et al., 2021; Andriani, Saputra, et al., 2023; Mulyani et al., 2023).

EFL instruction in Indonesia involves teaching grammar, vocabulary, speaking skills, reading, writing, and listening comprehension in English (Ismaili, 2015). EFL teachers in Indonesia play a crucial role in assisting students in developing their English language abilities using effective methods and strategies (Andriani et al., 2021).

Paraphrasing

Paraphrasing in a simple definition means transferring information in another form of a sentence without changing the whole meaning. Bailey (2003) stated that paraphrasing is modifying a text while retaining all of its meaning. Then, Oshima et al. (2007) stated that paraphrasing means putting information in a written context from another source in the writer's own words while keeping the same meaning. Furthermore, Fitria (2021) stated that paraphrasing is a technique for communicating a thought or notion in a different language without changing its original meaning. So, from those definitions, it can be concluded that paraphrasing means transferring information in another form of a sentence without changing the whole meaning.

Paraphrasing in academic writing has an important role due to it is able to avoid plagiarism. Bailey (2003) stated that in order to reduce the possibility of plagiarism in academic writing, effective paraphrasing is important. Furthermore, Fitria (2022) stated that paraphrasing needs a variety of attempts to modify the terminology in order to accomplish the goal of preventing plagiarism. There are three important things that should be fulfilled in paraphrasing which has an objective to avoid plagiarism in academic writing. Oshima et al. (2007) stated that a good paraphrase should use the writer's own language and sentence pattern, rephrase is the same length as the original, and not modify the original meaning. So, the main reason that paraphrasing is important in academic writing is that paraphrasing is able to avoid plagiarism in academic writing.

Paraphrasing is a complicated skill due to it needs another skill. Thadphoothon (2019) stated that the ability to paraphrase is a combination of different capabilities. Paraphrasing needs another skill, it becomes challenging for EFL undergraduate students. Thadphoothon (2019) categorized the challenges in paraphrasing from undergraduate students' perspectives. The most challenging part of paraphrasing is weak vocabulary mastery. Furthermore, Ismail et al. (2020) added that undergraduate students struggle to come up with the right synonym. Then, Mira & Fatimah (2020) added that paraphrasing is challenging without assistance from students' English proficiency and dictionaries. Mira & Fatimah (2020) also explained that students' English proficiency means students' vocabulary mastery. Pratama & Prawesti (2022) stated that the big point of students' challenges in paraphrasing is utilizing their own language and limited vocabulary. The low level of students' vocabulary mastery makes it harder for them to understand the academic text. Through those explanations from the previous study, it can be concluded that one of the challenges in paraphrasing is vocabulary mastery.

Then, another challenge in paraphrasing by EFL undergraduate students identified by Thadphoothon (2019) is related to syntax, sentence form, or grammatical. Followed by Ismail et al. (2020) stated that there are many main challenges in paraphrasing by undergraduate students, one of the main challenges is confusion about how to rebuild the sentence in the new form. Furthermore, Ovilia et al. (2022) added that students are confused when writing sentences with correct grammatical structure. So, it can be concluded that grammar is one of the challenges in paraphrasing.

Other challenges in paraphrasing from EFL undergraduate students' perspective identified by Thadphoothon (2019) are not understanding the original text, word choice, and not understanding the whole meaning. The next challenge is still related to the first challenge, which is vocabulary mastery. Pratama & Prawesti (2022) stated that the big point of students' challenges in paraphrasing is utilizing their own language and limited vocabulary. Students' vocabulary mastery is still related to students' understanding and word selection. Basmai & Trisno (2022) added that strong vocabulary mastery is essential for comprehending what you read. So, from the explanations above, vocabulary is able to be identified as one of the challenges in paraphrasing.

Through previous studies related to paraphrasing skills challenges for EFL undergraduate students, there are several points that can be concluded as the main challenges in paraphrasing. The first one is vocabulary. The second challenge is syntax, sentence form, and grammar.

QuillBot Paraphrasing Tool

QuillBot is a paraphrasing tool in the form of a website that would be able to paraphrase sentence(s) automatically. Fitria (2021) stated that QuillBot is an online tool that assists users in paraphrasing in writing, preventing plagiarism, summarizing lengthy sentences, and enhancing grammar to be more accurate and professional appearance. Furthermore, Kurniati & Fithriani (2022) added that one of the most widely used applications known as a paraphrasing tool is called QuillBot. So, QuillBot is an automatic paraphrasing tool that would be able to paraphrase sentence(s).
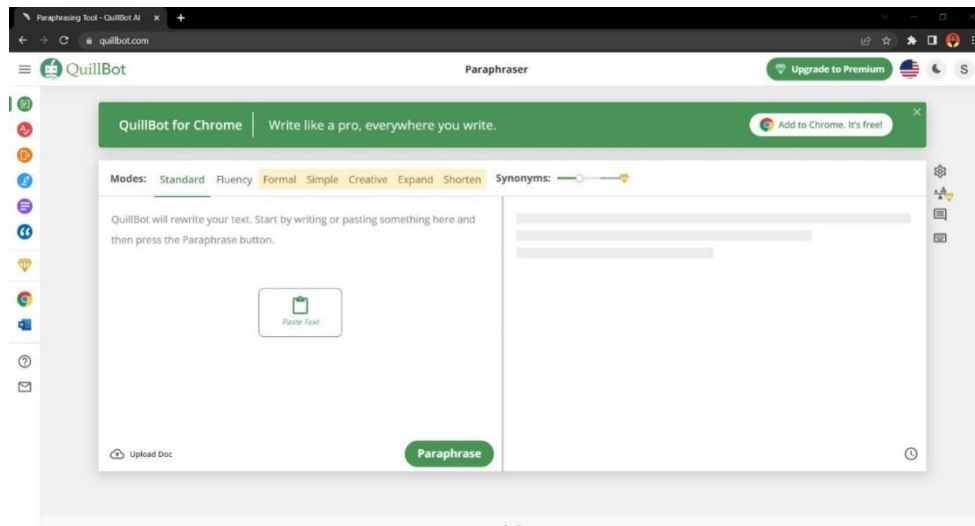

Figure 1.
The main page of quillbot for paraphrasing

The picture above is the main page of QuillBot for paraphrasing. On the left side, there is a box to put the original source that will be paraphrased by QuillBot. Then, on the right side, there is a box to put the result of paraphrasing by QuillBot. In paraphrasing, QuillBot provides seven modes of paraphrasing that can be used by the user based on their needs. However, only two modes can be utilized in free mode. The other mode can be accessed through the premium mode.
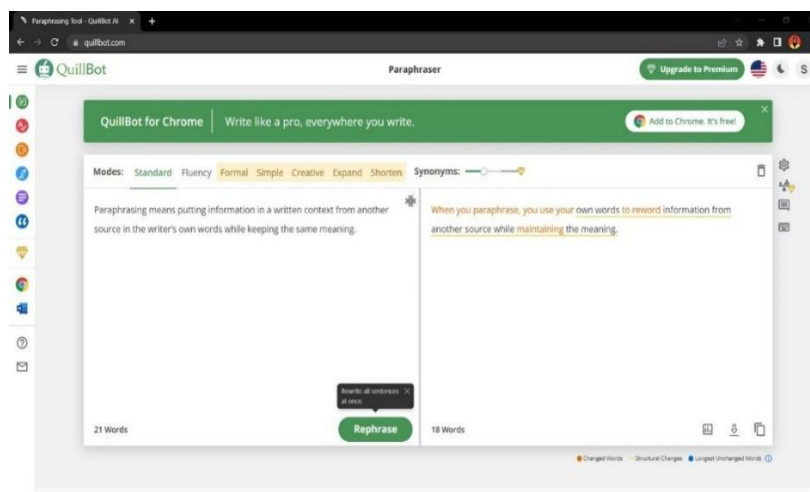

Figure 2.
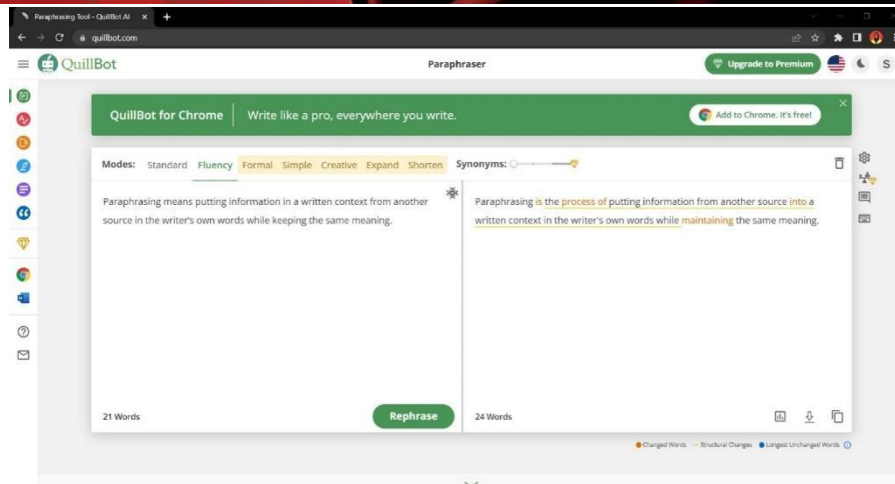Using QuillBot for paraphrasing in standard mode

Figure 3.
Using QuillBot for paraphrasing in fluency mode

Those pictures are examples of using QuillBot for paraphrasing in standard mode and fluency mode. From the pictures, there are differences between the left box and the right box. On the left box, there is only the original sentence. But, on the right box, there is the result of paraphrasing and also the word choice that would be able to be changed marked by yellow color. The result of paraphrasing is able to be copied directly from QuillBot to another application by clicking the icon below the result of paraphrasing.
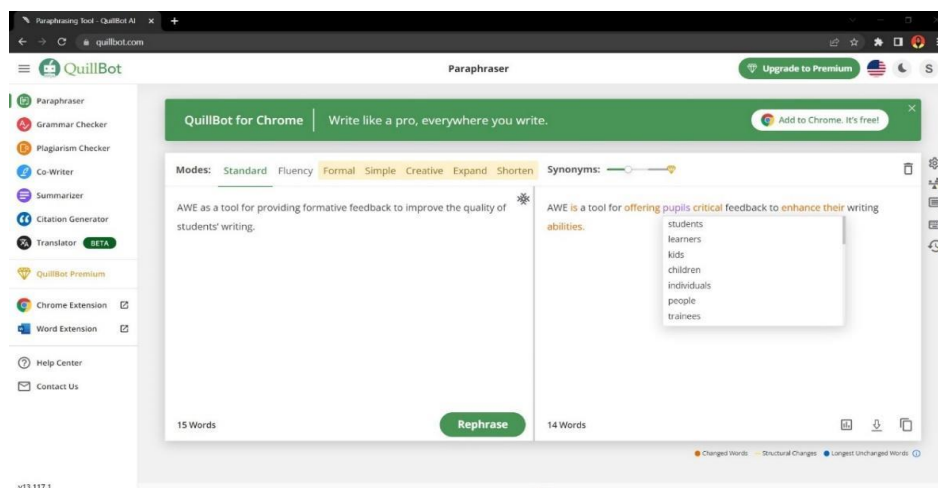

Figure 4.
Synonyms features in Quillbot

The use of QuillBot as a paraphrasing tool by undergraduate students must have many reasons. One of the reasons is that QuillBot is able to offer many advantages to undergraduate students. Fitria (2021) stated that the advantages of QuillBot are divided into two parts due to QuillBot having two editions. In the free edition, the advantages are rapid and efficient in paraphrasing English sentences. Then, in the premium edition, the advantage of QuillBot is the same as the free edition, but there are other advantages that is offered by QuillBot, there are the tool's maximum character limit is able to be improved to 10,000, premium edition offers all modes of paraphrasing on QuillBot, the synonym option in premium edition is the highest level, in premium edition contents is paraphrased more rapidly than in the free edition, differentiate settings let users to differentiate contents paraphrased in different mode at the same time, freeze mode to avoid word(s) or phrase(s) of being changed, and the last one is QuillBot is able to provide the result of paraphrase as long as the original version.

Furthermore, Fitria (2022) stated that QuillBot has several advantages, there are QuillBot is able to delete, add, and modify words to be paraphrased automatically, QuillBot is able to produce distinctive, excellent, and valuable content, QuillBot is a quick and efficient paraphrasing tool, and QuillBot is able to paraphrase content at the level of sentence and paragraph due to the use of native AI in the process of paraphrasing. Moreover, Kurniati & Fithriani (2022) added that there are several benefits from the use of QuillBot. There are QuillBot is able to improve students' positive attitude in writing, supplying a range of user-friendly writing tools, and supporting language improvement in students. So, through those explanations above, QuillBot is a paraphrasing tool that would be able to paraphrase sentence(s) automatically. It has several features that are able to make paraphrasing is easier and more efficient. Furthermore, according to several previous studies, due to its features, QuillBot is able to have a positive impact on students' paraphrasing skills.

Academic Writing

Academic writing is a part of writing skills that is usually used in the academic field. Oshima et al. (2007) stated that academic writing is a part of writing that is usually used in high school and higher education with a formal language and it might have a different style in every language. Furthermore, Geyte (2013) stated that academic writing is written by academics or learners for the benefit of other academics. In this study, academic writing focuses on the higher education level due to the study will be conducted in Indonesia. Kurniati & Fithriani (2022) stated that the regulation in Indonesia sets that academic writing is studied by higher education students. Through those definitions above, it can be concluded that academic writing is a part of writing that is usually used in an academic context.

Academic writing has many purposes. Bailey (2018) stated that the purposes of academic writing are to summarize the research done by others on a topic, to respond to a question that has been provided or chosen by the writer, to discuss a topic of common interest, and to express the writer's viewpoint. In achieving the purpose of academic writing, it is manifested through many products. Geyte (2013) stated that academic writing is a writing process that produces journals, articles, textbooks, dissertations, group project reports, et cetera. So, it can be concluded that even though academic writing has many products, they have the same purpose.

In academic writing, there are a lot of components that should be followed by the writer so that the result of writing would be able to reach the purpose of it. Tardy (2010) stated that researching, summarizing, paraphrasing, citing sources, adopting genre norms that satisfy audience expectations, and choosing words and grammar that are typical of less informal and more formal genres of writing are all required. Those components in academic writing should be followed by the writer due to it having its own function.

There is a function of each component that should be followed in academic writing. Bailey (2003) that the function of summarizing and paraphrasing is to integrate a variety of references. Then, Bailey (2003) stated that grammar is a part of accuracy in writing. If the error of grammatical structure is always repeated, it would be able to make the meaning lost. Here, the grammatical structure is important for academic writing because it is able to help readers from misunderstanding. Furthermore, Bailey (2003) stated that synonyms are able to give viewers variety and interest. It is still related to vocabulary. Similar to grammatical structure, synonyms or vocabulary are able to help readers from misunderstanding, that is why the number of accuracies is based on its context. So, each component in academic writing should be followed by the writer due to it has its own function for academic writing.

However, even though each component in academic writing has its own function, it makes academic writing challenging for EFL undergraduate students. Aldabbus & Almansouri (2022) stated that the biggest issues were choosing the right academic terminology, organizing thoughts and creating thesis statements, and writing cohesive paragraphs. Furthermore, Mustafa et al. (2022) added that the main challenges that students in higher education face in academic writing are their lack of vocabulary, dependence only

on simple grammar form, incorrect spelling of unfamiliar or lengthy words, inability to comprehend long and complex sentences, and as a result, failure to paraphrase or summarize them. So, there are many challenges that appear due to many components that should be followed by the writer.

In English as a foreign language context, those components that should be followed by the writer in academic writing become a challenge. Wang (2017) stated that instructional strategy is successful in enhancing Chinese students' awareness of some issues pertaining to the coherence of academic writing. Besides, students' skills are also needed to collaborate with teachers' instructional strategy. Wang (2017) added that in the EFL context, students who have scored more than five in IELTS writing skills are able to be more advanced in academic writing. Meanwhile, students who have a low level of English usually use a tool to help them in academic writing, such as a grammar tool. So, through the study from Wang (2017) it can be concluded that in the EFL context, both teacher and student should be able to collaborate in solving the challenge of academic writing.

Materials and Method

In this study, the researcher used a descriptive case study as a part of a qualitative research method. Zainal (2007) stated that a descriptive case study is a method that is usually used to describe the natural phenomena that arise from the information in question, such as finding the differences of strategies in reading by the reader and how they are used by the reader. The study focused on investigating EFL students' self-efficacy on the use of the QuillBot paraphrasing tool in academic writing. Thus, the approach used in this study is an appropriate approach due to the approach that helped the researcher in investigating how EFL students' self-efficacy on the use of the QuillBot paraphrasing tool in academic writing comprehensively. The study collected data through semi-structured interviews with 4 informant based several criteria. Adams (2015) noted that the semi-structured interview (SSI) uses a mix of closed- and open-ended inquiries usually followed by why- or how-specific inquiries. There are several indicators that is chosen to develop interview guidelines for conducting a semi-structured interview. The first one is according to the self-efficacy theory from Schunk & DiBenedetto (2021) related to social, behavioral and personal. The second is according to adopting technology from Moore & Benbasat (1991). The data of the study was analyzed by thematic analysis. It analyzed the result of the interview process. Braun & Clarke (2006) noted that thematic analysis is a technique to analyze, describe, and report the pattern (Themes). Furthermore, Guest et al., (2012) noted that thematic analysis is a method for analyzing the data where the data is identified and describing both explicit and implicit themes in the data. Analyzing the data through thematic analysis, the researcher used software that was able to help the process of analysis deeper and in more detail named NVIVO. It was used because it was able to get a well-structured result of analysis and able to follow step-by-step thematic analysis theory. Almaiah (2020) stated that using descriptive coding first, sentences, words, and phrases from the data transcript were then added to the Nvivo coding process and tagged with the appropriate keywords.
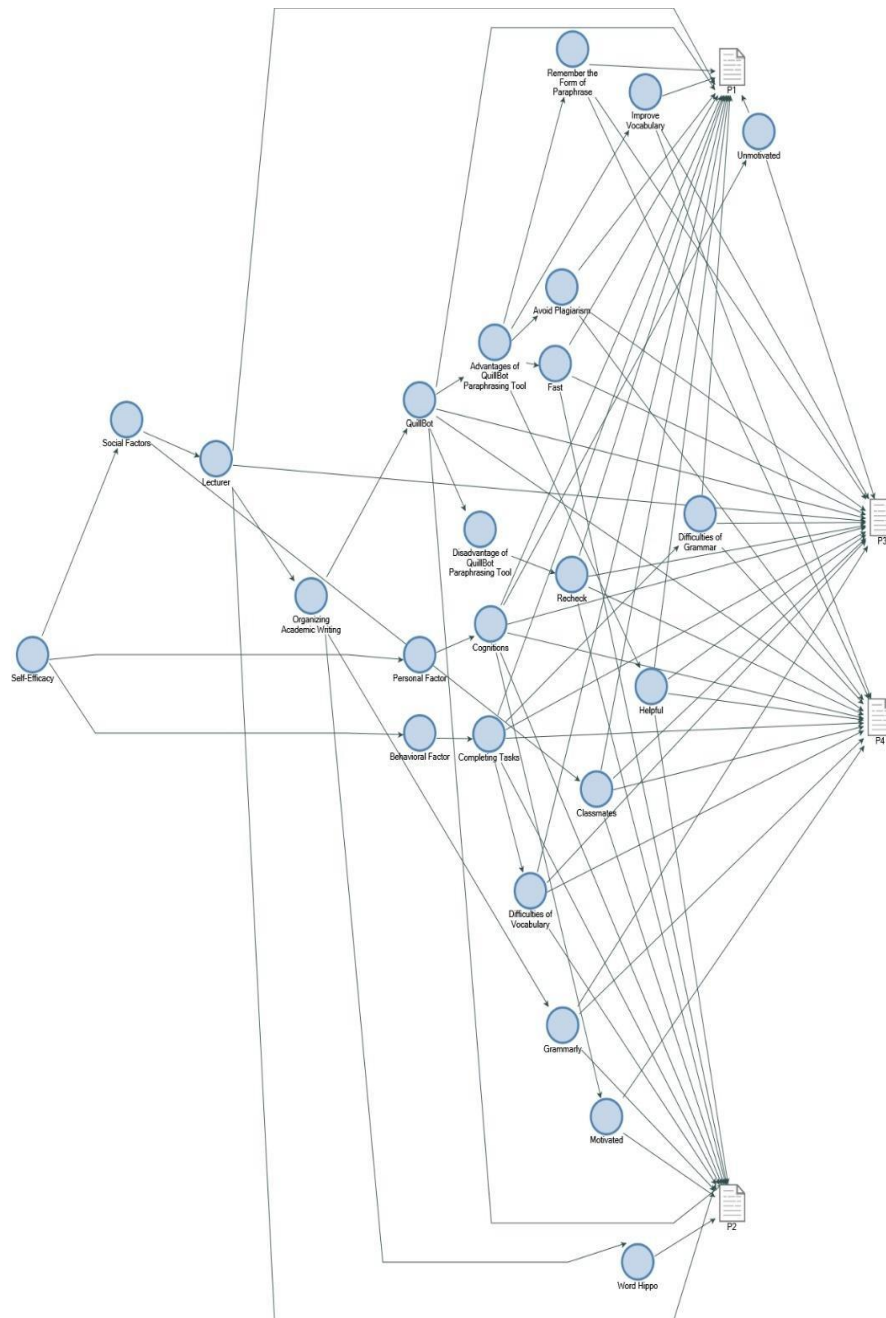
Results and Discussion
Results

Figure 5.
Themes and Codes

The picture above shows the themes and codes of the study. Those were developed from the results of data analysis using thematic analysis by using NVIVO. There are six themes developed in order to find the EFL students' self-efficacy on the use of QuillBot paraphrasing tool in academic writing.
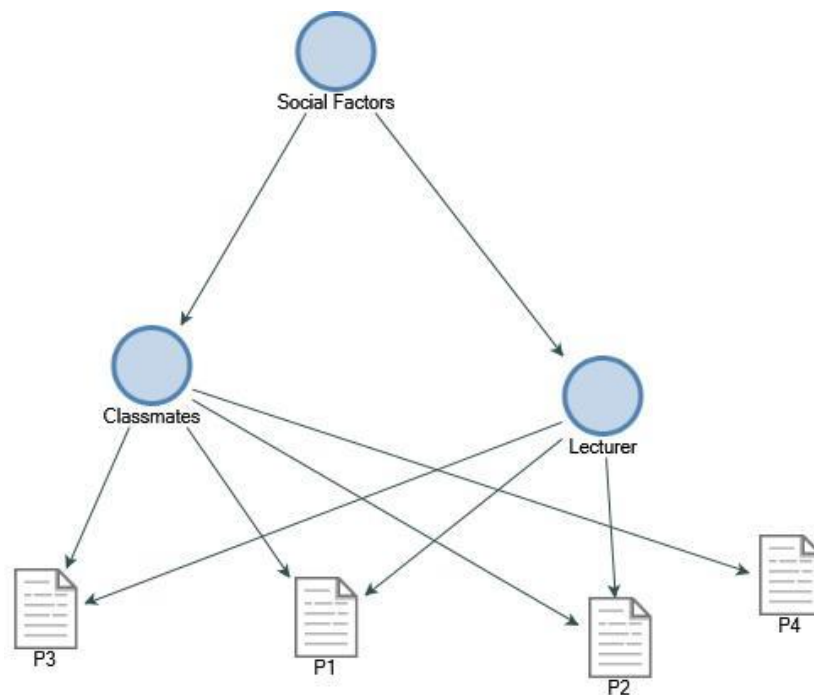
Social Factors

Figure 6.
The Result of Social Factors

Picture 6 shows the result of the analysis process through NVIVO. It shows classmates and lecturer are part of social factors that affect EFL students self-efficacy. Those are able to determine EFL students' self-efficacy through their feedback and support of EFL students' writing. It is found that a lecturer is able to have a positive impact on EFL students' writing because they give positive feedback on EFL students' difficulties in academic writing. They give solutions to students' difficulties in academic writing by recommending a technology namely the QuillBot paraphrasing tool. Further, classmates are able to affect EFL students' psychological conditions and help to organize their academic writing through discussion.

EFL students adopt the QuillBot paraphrasing tool to organize their academic writing over other tools. The first time, they used the QuillBot paraphrasing tool because there was a recommendation from their lecturers to use it in order to make it easier to finish their writing. Further, in paraphrasing, a tool provides word choice and paraphrasing by changing the grammatical structure which is able to solve problems in academic writing both grammar and vocabulary. Additional feature, it is also able to avoid plagiarism in academic writing.

Apart from the use of technology to organize academic writing, EFL students also organize their writing manually. They organize their writing by discussion with classmates. It is used because they are able to solve their problems in academic writing both vocabulary and grammar. Through discussion, EFL students are able to find the solution to handle their problems including the theory related to grammar, and tools to solve the problem both in vocabulary and grammar.
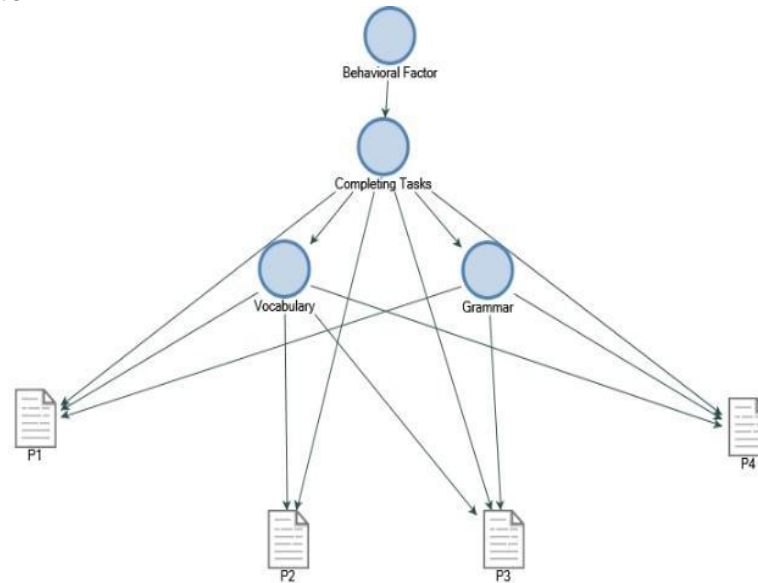
Behavioral Factor

Figure 7.
The Result of Behavioral Factor

Picture 7 shows the result of analysis through NVIVO. It shows that EFL students has problems with vocabulary and grammar while completing academic writing tasks. They have low vocabulary skills because sometimes they do not know the synonym of the word and the most appropriate terms in academic field. Further, they have low grammar skills because they still confuse the form of active and passive sentences and the use of tenses.
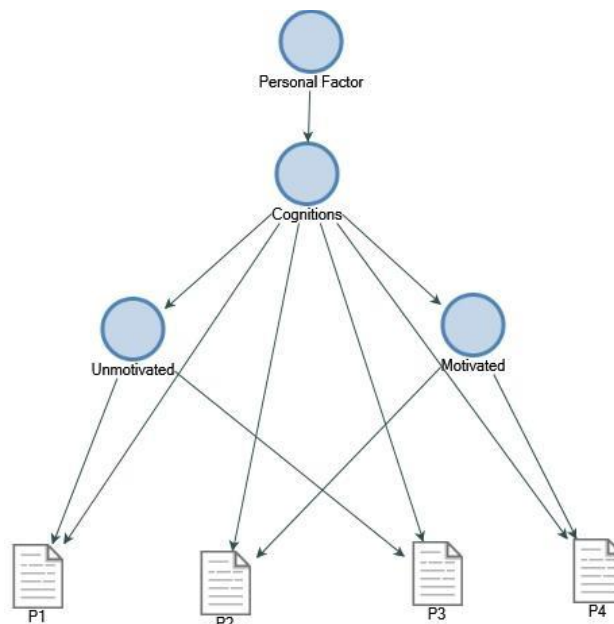
Personal Factor

Figure 8.
The Result of Personal Factor

Picture 8 shows the result of analysis through NVIVO. It shows that EFL students have different motivations in writing academically. There are EFL students who feel

motivated and the other are unmotivated. Their motivation in academic writing affects their choice to solve their problems. EFL students who have low motivation just have one or two solutions to solve their problems. Meanwhile, EFL students who have high motivation have more than two solutions to solve their problems in academic writing.

Excerpt 1

P1 : As I said before, my solution to increase motivation, although I have difficulty is discussing with friends and using some applications that are able to help me in relieving my difficulties

P2 : Alright. The first problem is vocabulary. I usually use the word hippo to find the synonym of vocabulary that I have used to make it more academic. The second problem is coherence, sometimes I paraphrase manually through reverse from active to passive. Then, I am using the application or software QuillBot, on the website I put the result of the manual paraphrase. Then, the result will automatically paraphrase through the application. After that, the result of paraphrasing from QuillBot, checked the grammar by Grammarly

P3 : Using the application. Then, if grammar, there is Grammarly, a grammar checker. But, to paraphrase, I use QuillBot to see the form of the paraphrase

P4 : From my mistakes, sometimes discuss with friends, how should it be. Ask friends, and read journals and it increases vocabulary.
That is one of the solutions. There are other solutions. I often use Grammarly to check, and I also use QuillBot to paraphrase, to help me in paraphrasing I mean.

In conclusion, EFL students' motivation can be different because it is affected by their writing experience which may be different from each other. However, it can be seen through their effort to find the solution to their difficulties. EFL students who have high motivation have many solutions to solve their problems. Meanwhile, EFL students' who have low motivation just have one or two solutions to solve their problem. Furthermore, their motivation also affects their self-efficacy because it is taken from how much their effort to solve their problem in academic writing.

Organizing Academic Writing
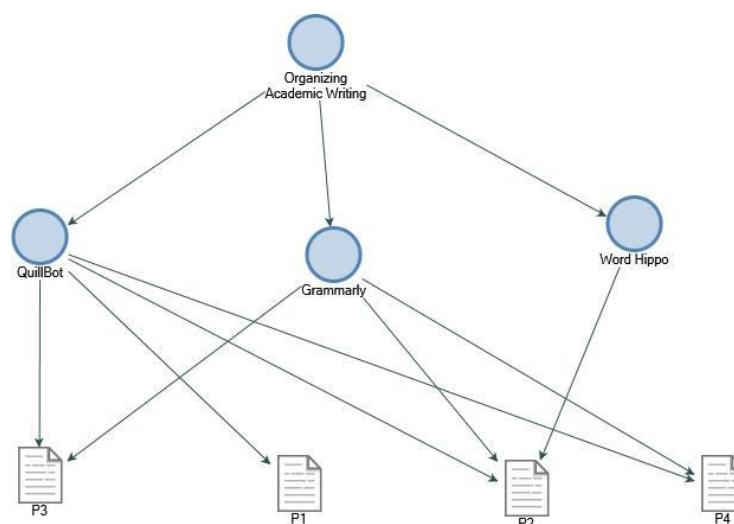

Figure 9.
The Result of Organizing Academic Writing

Picture 9 shows the result of analysis through NVIVO. It shows several ways to organize academic writing that are used by the participants. There are three ways to organize academic writing, by using QuillBot, Grammarly and Word Hippo. However, QuillBot is a tool that is usually used by all participants. Grammarly is used by three

participants, and Word Hippo is used by one participant. It is still related to the previous theme, the second participant who has high levels of cognition has much effort to solve his problem in academic writing. Meanwhile, other participants who have low levels of cognition have low effort to solve their problems in academic writing.

EFL students use the QuillBot paraphrasing tool to organize their academic writing. It happens due to they have low ability of vocabulary and grammar. Further, they should be able to avoid plagiarism in academic writing. So, in order to avoid plagiarism and solve their difficulties of vocabulary and grammar, they use QuillBot.
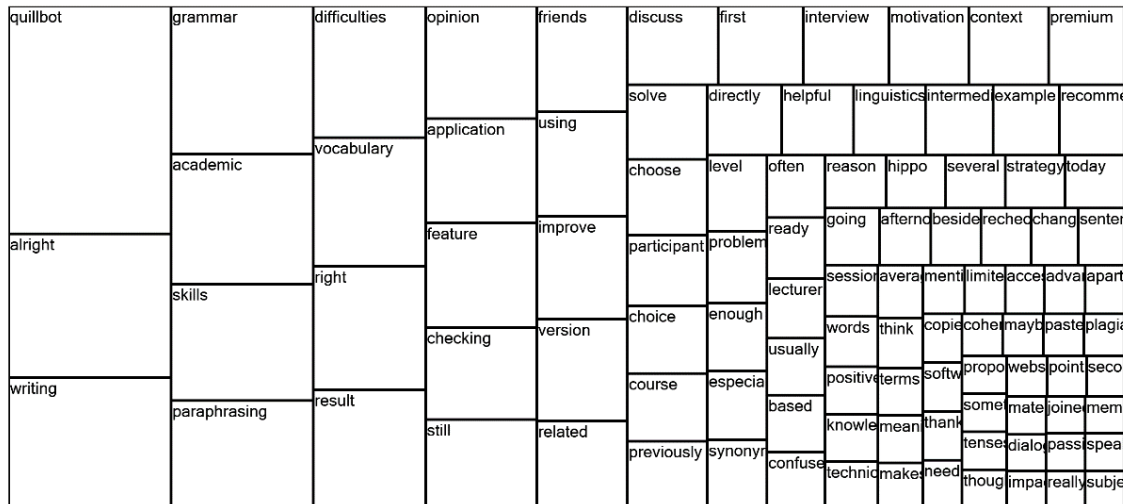
quillbot · grammar · difficulties · opinion · friends · discuss · first · interview · motivation · context · premium · solve · directly · helpful · linguistics · intermed · example · recomme · application · using · vocabulary · academic · choose · level · often · reason · hippo · several · strategy · today · feature · improve · ready · going · afterno · beside · reched · chang · senter · alright · right · skills · session · avera · menti · limite · acce · adva · apart · choice · enough · words · think · copie · cohe · mayb · paste · plagia · checking · version · usually · positive · terms · softw · propo · webs · point · seco · writing · course · especia · based · some · mate · joine · mem · paraphrasing · result · still · related · knowle · mean · thank · tense · dialo · pass · spea · previously · synonyr · confuse · technic · makes · need · thoug · impa · really · subje

Figure 10.
The Result of Treemap

Picture 10 shows the result of the treemap analysis through Nvivo. It shows that in interview sessions with all participants, QuillBot is the most spoken word. The use of QuillBot in an academic writing context is able to help EFL students organize their writing. The reason is that EFL students have low ability in grammar and vocabulary, and QuillBot is able to help them in solving those problems. Syahnaz & Fithriani (2023) stated that QuillBot is helpful for three reasons: First, it enhances the language used in their writing, second, it reduces grammatical errors, and third, it improves the topic of argument. It is able to help students solve problems in grammar because it is able to change the form of the sentence from active to passive and vice versa automatically through paraphrasing. Further, QuillBot has a grammar checker feature that would be able to help students to check their grammar in writing. So, QuillBot is able to help students' grammar skills through active-passive features in paraphrasing and grammar checker.
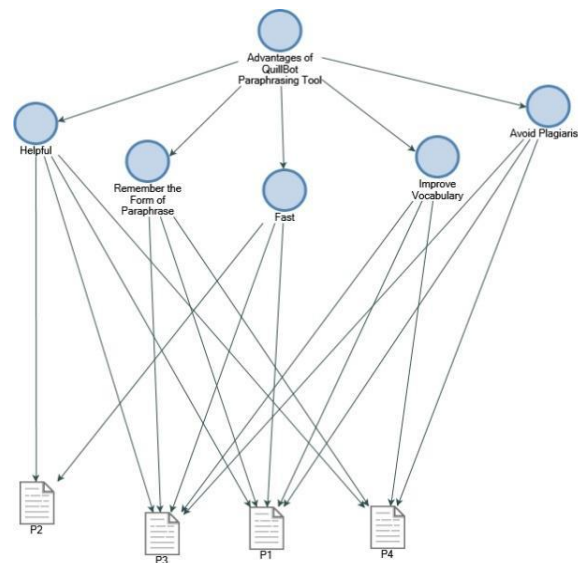
Advantage of QuillBot Paraphrasing Tool

Figure 11.
Advantage of Quillbolt Paraphrasing Tool

Picture 11 shows the result of analysis through NVIVO. It shows several advantages that is mentioned by the participants, there are able to improve their vocabulary skills, memorize the form of paraphrasing, and avoid plagiarism. In general, EFL students think that QuillBot paraphrasing tool is helpful and fast. The reason is that it is able to help them in academic writing. The most important thing, it is able to help them solve their academic writing problems both grammar and vocabulary easily.

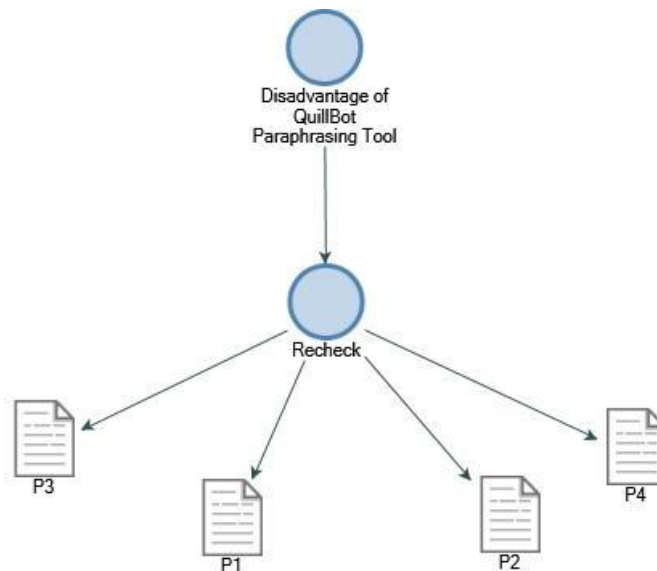**Disadvantage of QuillBot Paraphrasing Tool**

Figure 12.
Disadvantage of Quillbolt Paraphrasing Tool

Picture 12 shows the result of analysis through NVIVO. It shows the disadvantage of QuillBot paraphrasing tool that is mentioned by participants. They stated that the disadvantage of QuillBot paraphrasing tool is it needs to be rechecked by the user because

there may be some inappropriate word or different result in paraphrasing. Nurmayanti & Suryadi (2023) stated that in order to make sure that the tool's interpretation is compatible with the cited sources, learners should read it again. So, the use of the QuillBot paraphrasing tool needs EFL students' prior knowledge to avoid grammatical errors.

Discussion

The lecturer's recommendation of using the QuillBot paraphrasing tool which is part of technology in academic writing is also able to improve EFL students' motivation in academic writing because it gives solutions to students' problems in academic writing. Saugadi & Sari (2020) stated that findings indicated that teachers at SMAN 2 Tolitoli had a part to play in increasing students' motivation to learn during the COVID-19 pandemic. This can be seen through engaging in a variety of learning activities, utilizing learning media, and choosing the best approach to ensure that a learner's academic progress is maintained and that they are confident enough to pursue their goals. Furthermore, Mardhiyyah et al., (2021) stated that the usage of instructional media, according to the researchers, can improve a learner's motivation to study and get over language difficulties in the classroom. So, lecturers are able to improve EFL students' motivation through their advice on the use of tools for solving their difficulties in academic writing.

Lecturers' recommendations to EFL students are able to have a positive impact on their writing. Lecturers as a part of social is included as an external part of EFL students. Schunk & DiBenedetto (2021) stated that social factors are classroom teacher and peers school climate. They are able to develop EFL students' ability and belief in writing. In this case, lecturers give a recommendation to EFL students to solve their obstacles in academic writing. It can be categorized as a support to EFL students in writing. In line with the aim of the study which is to investigate EFL students' self-efficacy on the use of QuillBot paraphrasing tool, support from lecturers is able to develop EFL students' self-efficacy. Schunk (1995) stated that teachers and parents frequently persuade learners that they can complete the task by saying things like "You can do this". Positive advice boosts self-efficacy, but if successive attempts fail, this boost will disappear. In this study, there is positive support from lecturers to EFL students so it is able to improve EFL students' self-efficacy in academic writing.

In line with the aim of the study which is to investigate EFL students' self-efficacy in academic writing, classmates are able to determine their self-efficacy. Villegas-Puyod et al., (2020) stated that support from classmates additionally showed a beneficial relationship with self-efficacy. Furthermore, Saefudin et al., (2021) added that social support plays a critical role in boosting students' academic self-efficacy. So, a good classmate is able to give good self-efficacy to EFL students.

Grammar skills become a challenge for EFL students in academic writing due to they have a low understanding of grammar. Mustafa et al., (2022) stated that the findings indicate that the primary issues for students are their limited vocabulary, and grammar, lack of ability to understand what they are reading, and their difficulty with summarizing, and paraphrasing. However, grammar skills are important in academic writing because it is usually used as a strategy to avoid plagiarism through paraphrasing and affect the result of academic writing. Ovilia et al., (2022) stated that the outcome of the paraphrasing exercise revealed that "change the synonym" and "change to active and passive form" are the most common tactics employed by learners. So, a low understanding of grammar would affect the result of academic writing.

Vocabulary is an important element in academic writing. Tardy (2010) stated that researching, summarizing, paraphrasing, citing sources, adopting genre conventions that satisfy audience expectations, and choosing language and grammar that are typical of less informal and more formal genres of writing are all required. However, vocabulary becomes a challenge in academic writing for EFL students because in the academic context, vocabulary used is a specific vocabulary that is rarely used by EFL students. Cennetkuşu (2017) stated that the learners feel that vocabulary is their major challenge, whether it be a lack of a rich

vocabulary and phrases or terminology specific to their area. Furthermore, Sajjad et al., (2021) added that the major findings reveal that learners struggle with a variety of aspects of academic writing, including word choice, vocabulary, and paraphrasing. So, EFL students' challenge in academic writing is vocabulary due to in an academic context, vocabulary used is specific terms.

EFL students rate their ability based on their experience. It comes from their experience in completing assignments and attending the academic writing class. While completing assignments, they feel that they are still confused about the use of grammar in academic writing. Furthermore, attending the academic writing class is also able to help them rate their ability because they are able to compare their ability with their classmates. In line with the aim of the study which is to investigate EFL students' self-efficacy on the use of the QuillBot paraphrasing tool in academic writing, EFL students' experience is able to help in determining their self-efficacy. Schunk & DiBenedetto (2021) stated that behavioral factors that contain class attendance and completing assignments are able to affect students' self-efficacy. So, EFL students' experience in writing academically is able to help in investigating self-efficacy.

In this study, EFL students get their motivation from their experience in writing. Based on their experience, there are two students who feel motivated and two others are unmotivated. The reason is that they have a different experience in writing. Students who have a good experience in writing will have good motivation. Tabernero & Hernández (2011) stated that the findings indicate that people who judge themselves as having a higher capacity for recycling engage in more recycling activities, set more ambitious objectives for themselves, are more satisfied with their behavior, and are more intrinsically motivated. So, EFL students' motivation is developed through their experience in writing.

Apart from grammar, QuillBot is also able to help students' vocabulary skills problems. Hiếu et al., (2022) stated that the preliminary results suggested that students responded well to this program and that it somehow helped research participants expand their vocabulary and develop their capacity for flexible and effective language use. QuillBot is able to help EFL students' problems in vocabulary skills through paraphrasing method. It provides a feature to paraphrase by changing its words with the synonyms. Fitria (2021) stated that there are a number of paraphrasing techniques that were examined in this study for creating paraphrases using QuillBot including applying equations or synonyms to paraphrase. Each word in QuillBot is provided with several synonyms so that EFL students are able to find the most appropriate word based on its context. So, QuillBot is able to help EFL students solve their difficulties through synonyms provided on each word.

Organizing writing through QuillBot by EFL students is able to help them in academic writing. The reason is that QuillBot organizes writing by giving the solutions to their problems including vocabulary and grammar. Those problems are solved through the paraphrasing technique in QuillBot because paraphrasing in QuillBot provides features related to vocabulary and grammar. So, that is able to help EFL students organize their academic writing.

As a part of technology, QuillBot paraphrasing tool is helpful in solving EFL students' difficulties in academic writing. In line with QuillBot paraphrasing tool, other tools are also able to help students with academic writing. Han et al., (2021) added that the self-regulation learning that is assisted by Icourse+Pigai is more effective at enhancing learner's academic writing skills due to it allows for more writing practice and feedback on their errors. Further, Fitria (2021) stated that the text of premium accounts is processed faster. The premium feature is able to unlock several features in QuillBot that are able to make work faster. The unlocked usefulness of technology and the faster results are able to make EFL students adopt it, including QuillBot paraphrasing tool.

QuillBot paraphrasing tool is used by EFL students to organize their academic writing. It is able to have a positive impact on their skills including they are able to remember the forms of paraphrase. The forms of paraphrasing in QuillBot that are commonly used by EFL students are paraphrasing through changing the word choice and changing the sentence structure active-passive and vice versa. Fitria (2021) stated that the findings

demonstrate that QuillBot's text-paraphrasing capabilities employ a variety of techniques; (1) using equations or synonyms to paraphrase, (2) modifying the words' shape, and (3) employing active or passive sentences as a sort of paraphrase. The more EFL students use QuillBot paraphrasing tool, the better of remember the form of paraphrasing.

QuillBot paraphrasing tool is used to organize EFL students' academic writing. It is used because they have problems related to vocabulary and grammar skills. Meanwhile, those skills are important because usually used as a strategy for paraphrasing. As the effect of using it, EFL students are able to improve their vocabulary skills (Andriani, 2021; Andriani, Niamah, et al., 2023). The reason is that QuillBot paraphrasing tool provides word choice in each word so that they are able to find the most appropriate words in the same context and remember them in the future. So, EFL students are able to improve their vocabulary skills due to the use QuillBot paraphrasing tool. , Fitriah et al., (2023) added that as a result, the Learn English Vocabulary application has a major impact in enhancing learners' learning vocabulary. So, from those features of QuillBot, it is able to have a positive impact on students' vocabulary skills which is part of paraphrasing skills.

EFL students use QuillBot paraphrasing tool to organize academic writing. The reason is that they have a low level of vocabulary and grammar. However, those skills are needed because usually used as a strategy to paraphrase. So, QuillBot is helpful in solving their problems because able to paraphrase automatically. Further, there is an advantage that appears through the use of QuillBot paraphrasing tool especially in the academic writing context. It is able to avoid plagiarism easily. Diaz et al., (2021) stated that the findings indicate that knowledge of the internet and student trust in it have a direct impact on plagiarism rates. In conclusion, EFL students use QuillBot paraphrasing tool to organize academic writing because it is able to avoid plagiarism easily even though they have a low level of vocabulary and grammar skills.

Conclusion

The study suggest more study about students' self-efficacy in order to reveal students' problem in learning. The study findings indicate that EFL students' self-efficacy in using the QuillBot paraphrasing tool for academic writing is not at a satisfactory level. This lack of self-efficacy is influenced by various factors, including behavioral, social, and personal aspects. Among these factors, behavioral challenges have the greatest impact as they undermine students' belief in their own academic writing abilities. Difficulties in vocabulary and grammar usage contribute to this perception. It is important to note that self-efficacy is not solely determined by individual factors. The study highlights the significance of support from the individuals surrounding the students, such as teachers and classmates, in boosting their motivation to learn and enhancing learning outcomes. This suggests that creating a supportive and encouraging learning environment can positively influence students' self-efficacy and ultimately improve their academic writing skills. Based on these points, it is recommended that further research be conducted to delve deeper into students' self-efficacy and identify specific challenges they face in learning. This additional research can shed more light on the factors affecting self-efficacy and inform the development of targeted interventions to support EFL students in overcoming these challenges, and this study emphasizes the need to address behavioral obstacles and promote a supportive learning environment to enhance EFL students' self-efficacy in using the QuillBot paraphrasing tool for academic writing. Moreover, it underscores the importance of continued research in understanding students' self-efficacy and providing evidence-based recommendations to improve their learning experiences.

Acknowledgment

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