

REDUCING PLAGIARISM OF STUDENTS' ANALYTICAL EXPOSITION WRITING THROUGH QUILLBOT APPLICATION

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ABSTRACT

This classroom action research aimed to reduce plagiarism in students' analytical exposition writing through the use of the QuillBot application as a supportive tool in the writing revision process. The study involved 35 students of class XI-I at SMAN 3 Singaraja. Based on the preliminary observation, most students obtained similarity percentages above the acceptable threshold of 25% after their writing was checked using Turnitin, indicating plagiarism was occurred. The data were collected through students' writing drafts, Turnitin similarity reports, classroom observation, and informal interviews with the English teacher. The research was conducted in one cycle consisting of planning, action, observation, and reflection stages. The findings showed that after the implementation of the QuillBot-based instructional intervention, all students reduced their similarity percentages below 25%, indicating that the individual passing grade criterion was achieved. In addition, the classical passing grade criterion of 70% was achieved, as all students met the expected standard. Furthermore, the independent writing results showed that students were able to maintain low similarity percentages while using QuillBot independently. These findings indicate that the guided use of QuillBot in writing instruction can help reduce plagiarism and promote more responsible academic writing practices. However, this study was limited to one class of 35 students, focused only on analytical exposition writing, and examined the use of QuillBot as the sole AI-assisted writing tool.

Keywords: *analytical exposition text; classroom action research; paraphrasing; plagiarism; QuillBot*

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ABSTRAK

Penelitian tindakan kelas ini bertujuan untuk mengurangi plagiarisme dalam penulisan teks eksposisi analitis melalui penggunaan aplikasi QuillBot sebagai alat pendukung dalam proses revisi tulisan. Penelitian ini melibatkan 35 siswa kelas XI-I SMAN 3 Singaraja. Berdasarkan observasi awal, sebagian besar siswa memperoleh persentase kemiripan di atas ambang batas yang dapat diterima (25%) setelah tulisan mereka diperiksa menggunakan Turnitin, yang menunjukkan adanya permasalahan plagiarisme terjadi. Data dikumpulkan melalui draf tulisan siswa, laporan kemiripan Turnitin, observasi kelas, dan wawancara informal dengan guru Bahasa Inggris. Penelitian dilaksanakan dalam satu siklus yang terdiri atas tahap perencanaan, tindakan, observasi, dan refleksi. Hasil penelitian menunjukkan bahwa seluruh siswa berhasil menurunkan persentase kemiripan hingga di bawah 25%, sehingga kriteria ketuntasan individu tercapai. Selain itu, kriteria ketuntasan klasikal sebesar 70% juga tercapai karena seluruh siswa memenuhi standar yang ditetapkan. Hasil tulisan mandiri menunjukkan bahwa siswa mampu mempertahankan persentase kemiripan yang rendah setelah intervensi. Temuan ini menunjukkan bahwa penggunaan QuillBot secara terarah dapat membantu mengurangi plagiarisme dan mendukung praktik menulis yang lebih bertanggung jawab. Namun, penelitian ini terbatas pada satu kelas, berfokus pada teks eksposisi analitis, dan hanya mengkaji penggunaan QuillBot sebagai alat bantu menulis berbasis AI.

Kata Kunci: *parafrase; penelitian tindakan kelas; plagiarisme; QuillBot, teks eksposisi analitis*