

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

Writing is one of the four important language skills for EFL students to master. This skill plays an important role to enable them to create their own writing in a variety of different text genres as required by the curriculum (Ratminingsih et al., 2018). However, writing is not simply about knowing grammar or vocabulary. Gabrielatos (2002) emphasizes that writing is a complex skill that requires a systematic approach, involving the development of awareness, consistent practice, and meaningful feedback. In addition, writing demands considerable cognitive effort, as students must generate ideas, organize them logically, and transform abstract thoughts into coherent written forms that are readable and meaningful to others (Arta et al., 2019). Through this process, writing plays a crucial role in constructing knowledge and conveying messages accurately.

Similarly, Caswell (2004) explains that writing is not only a form of communication but also a recursive process that supports critical thinking. He proposes a process-based approach to teaching writing such as prewriting, writing, revising, editing, and publishing that allows students to explore and refine their ideas meaningfully. In line with this, Pablo & Lasaten (2018) highlight that good writing should be free from mechanical errors and able to engage the reader's interest effectively. Considering the complexity of writing, teachers play an essential role as facilitators in designing instructional strategies that support students throughout the writing process. Asvini et al. (2020) highlight the importance of implementing engaging and supportive strategies in writing classrooms. Furthermore, Suputra (2020) emphasizes that the impact of instructional strategies in the teaching and learning process significantly influences the overall quality of education. When well-designed strategies are implemented, students are better facilitated in developing their language skills, particularly in mastering the complex demands of writing.

Among the various writing genres taught in the senior high school curriculum in Indonesia, analytical exposition is one of the genres that students are expected to master (Kementerian Pendidikan dan Kebudayaan, 2017). As noted by Hermayanti & Gunawan (2024), this type of text presents arguments in a logical and structured way, requiring students to understand organizational structure, use proper grammar, and apply critical thinking. However, multiple studies reveal that students struggle with writing analytical exposition texts. Difficulties include organizing ideas, using proper grammar and vocabulary, and constructing coherent arguments (Ariani, 2023; Elfa, 2020; Kemala et al., 2020; Kulsum & Khodijah, 2025; Pramono, 2019). Beyond these structural challenges, plagiarism has also been detected to be a problem in students' analytical exposition writing. A study by Reski et al. (2021), found that many students copy directly from online sources without proper citation or paraphrasing. This behavior is often caused not by dishonesty, but by the demands of the genre itself. As Hermayanti & Gunawan (2024) explained, students must support arguments with credible sources, yet they often lack the skills to paraphrase or reference correctly. This problem is worsened when the teacher does not explicitly teach these skills or use appropriate media that guide students in ethical writing practices. Consequently, students tend to copy the text directly, resulting in high levels of plagiarism. This indicates that plagiarism in students' analytical exposition writing is not due to poor motivation, but rather the absence of explicit instruction and proper media that teach paraphrasing and referencing skills.

In academia, Pecorari & Petrić (2014) define plagiarism as using someone else's work without proper acknowledgment, which remains one of the most common and serious offenses in academic settings. In Indonesia, the seriousness of plagiarism is addressed through Ministry of Education and Culture Regulation No. 17 of 2010, which outlines specific rules and sanctions for plagiarism, especially in higher education (Kementerian Pendidikan dan Kebudayaan, 2010). Although this regulation targets higher education, plagiarism should also be addressed at the senior high and secondary school level, where students are still developing foundational writing skills.

Supporting this, several studies from different contexts have highlighted this issue, particularly focusing on students' perceptions and behaviors around plagiarism.

Fadila (2022) reported that some EFL senior high school students in Indonesia view copying as an act of friendship rather than misconduct. Similar attitudes were found among junior secondary school students in China, where Chu et al. (2020) revealed that students often overestimated their knowledge, particularly in identifying subtle forms of plagiarism. In Europe, Dias & Bastos (2014) conducted research in secondary schools across seven countries and discovered that many students still copied from books or websites despite knowing it was wrong due to laziness and ease of access. Kam et al. (2018) also reported that secondary school students in Hong Kong had a poor understanding of plagiarism, often defining it simply as "copying." Moving beyond perception, Yeung et al. (2018) explored actual plagiarism behavior among Hong Kong junior secondary students. They found that while information literacy (IL) tests helped raise awareness, students still tended to copy-paste from the internet, especially when writing about social topics, as it saved time. Another study by Orlanda Ventayen (2018) also examined plagiarism behavior among senior high school students in Southeast Asia. The study used Turnitin as a feedback tool and found that 88.6% of students reduced plagiarism in their writing after receiving feedback, primarily because they feared being caught.

This issue was also identified in the present study's context. A preliminary observation was conducted in Class XI-I at SMAN 3 Singaraja to gain an initial picture of the plagiarism problem in students' writing. The data of preliminary observation were obtained from students' first drafts, in which they wrote a complete analytical exposition text before the implementation of the QuillBot intervention. These drafts were analyzed using Turnitin with a plagiarism threshold of below 25%. The results showed that out of 35 students, only 5 students obtained similarity percentage below 25%. Meanwhile the majority of the students (30 students) recorded similarity percentage above 25%, with 28 students falling within the range of 26-80%, and 2 students showing very high similarity percentage in the range of 81-100%. These

findings indicated that the majority of students produced their writing with an extremely high plagiarism percentage. The informal interview with the English teacher further revealed several factors that contributed to this issue. The teacher explained that writing instruction in the class mainly focused on organization and grammar, while essential skills such as paraphrasing, summarizing, and referencing have not been included in the lessons. Because no strategies were provided for paraphrasing or giving credit to sources, students commonly copied information directly from the internet. These findings suggested that the high levels of plagiarism in students' writing do not stem from intentional misconduct, but rather from insufficient instructional guidance and the absence of learning tools that teach them how to write ethically. Therefore, there was a clear need for an intervention that explicitly taught paraphrasing and citation through structured instruction and appropriate technological support.

To address this issue, there was a need for a practical, classroom-based solution that directly helped students reduce plagiarism through explicit instruction and guided use of technology. One potential tool was QuillBot, an AI-powered writing application designed to help users paraphrase, check grammar, translate text, and generate citations. QuillBot can assist students in developing better paraphrasing habits, refining grammar, and learning how to present ideas in their own words (Xuyen, 2023). Many studies have shown that both students and teachers have positive perceptions about using QuillBot. They stated it helped with paraphrasing, boosted confidence, and supported ethical writing (Luthfiah et al., 2024; Mahmud & Saud, 2024; Mohammad et al., 2023; Pham, 2024; Saputra & Hendriani, 2024; Yousra, 2024).

Based on that positive perception, some researchers have started using QuillBot in writing instruction, but most of them only used the paraphrasing feature. For example, Thohir et al. (2024), Amyatun & Kholis (2023), and Andriani et al. (2024) showed how QuillBot helped students reduce similarity by rewording texts. Nugroho et al. (2025) and Suharto et al. (2025) even did multi-week interventions, but they didn't clearly explain how QuillBot was taught or how students were guided to use it

responsibly. Gürbüz (2024) did introduce more, and used feedback handling through an AWE framework, but still didn't use a full process-based classroom model. Among all these studies, Anggraini et al. (2025) provide a more structured model by outlining a six-step procedure for using QuillBot to paraphrase thesis content. Their approach involved inputting original text, paraphrasing, comparing outputs, refining, checking originality using other tools (e.g., Grammarly, Turnitin), and finalizing the drafts. While helpful, this study still relied mainly on QuillBot's paraphrasing feature and did not fully utilize other key features of the platform such as the translator, grammar checker, citation generator, or AI detection tool.

To address this gap, this study was conducted using a Classroom Action Research (CAR) design consisting of Planning, Action, Observation, and Reflection phases. The study implemented QuillBot as a guided instructional tool to support students in reducing plagiarism in their writing. The CAR design allowed for continuous improvement through cycles, in which the teaching scenario was revised and refined based on reflection at each cycle. The teaching instructions focused on reducing plagiarism, through a structured teaching process using several QuillBot features. The process was developed by adapting and expanding the six-step teaching QuillBot proposed by Anggraini et al. (2025), but this study developing a broader instructional intervention that incorporated multiple QuillBot features, including the Translator, Grammar Checker, Citation Generator, and AI Detection. Rather than using QuillBot as a shortcut for writing, students were guided to evaluate, select, and combine the features according to their writing needs, encouraging more responsible and thoughtful use of the tool throughout the writing process.

In this study, the features were not used separately, but were combined into a guided QuillBot-based intervention process that supported students' writing. Rather than simply warning students against plagiarism, this approach focused on teaching them how to write originally and ethically through guided practice and AI support. The intervention supported students during the revising and editing stages of writing. The lesson plan that structured this intervention was adapted from Hyland (2019), and

grounded in the Process-based writing approach by Caswell (2004). In this design, the Pre-writing and Writing stages were completed during the preliminary observation to obtain students' baseline writing, while the intervention-based lesson plan continued the writing process by focusing on Revising, Editing, and Publishing stages. The learning objectives were also extended from the teacher's existing plans to specifically address the skills targeted in this study.

Additionally, to assess students' independent understanding after the intervention, an independent writing task was administered, requiring them to write a new analytical exposition text independently. This also helped evaluate whether the intervention had sustainable impact in which the students can maintain low similarity percentage after the intervention-based lesson plan was completed. By implementing this in the writing classroom, the study sought to help the students write analytical exposition text more responsibly and reduce plagiarism through guided use of technology. Moreover, this study was focused on analytical exposition text as the genre of writing instruction, addressing a genre that had not been explored in previous QuillBot-related research despite its importance in the Indonesian senior high school curriculum.

## **1.2 Problem Identification**

Based on the preliminary observation conducted in class XI-I of SMAN 3 Singaraja, it was found that plagiarism in students' analytical exposition writing was identified as a serious issue. The analysis of students' first drafts using Turnitin with a similarity threshold of below 25% showed that only 5 out of 35 students obtained similarity percentage below the acceptable level. Meanwhile, the majority of students (30 students) recorded similarity percentage above 25%, with 28 students falling within the range of 26–80% and 2 students reaching very high similarity percentage in the range of 81–100%. These findings indicated that most students produced analytical exposition texts with high levels of similarity, reflecting a significant plagiarism concern. Further confirmation came from an informal interview with the English

teacher, who explained that students had never been explicitly taught how to paraphrase or using their own words when writing. This suggested that the problem of plagiarism in this context was not necessarily caused by intentional academic dishonesty, but rather resulted from a lack of sufficient guidance and practice in paraphrasing and academic integrity. Without proper instruction, students tended to reproduce sources directly, which undermined both academic integrity and their development as independent writers.

### **1.3 Research Limitation**

This study focused on the implementation of the QuillBot application, an AI-powered writing tool, as part of a writing instruction to reduce plagiarism in students' analytical exposition writing. However, several limitations need to be acknowledged. First, the study was conducted in a single classroom setting, specifically class XI-I at SMAN 3 Singaraja, involving 35 students. As such, the findings may not be generalizable to other schools, grade levels, or broader educational contexts. Second, the study was limited to the use of QuillBot within an Intervention-based lesson plan and did not include other AI-powered writing tools. Additionally, this study only focused on plagiarism in analytical exposition texts and did not address other forms of academic dishonesty or other types of writing genres and also writing competences.

### **1.4 Research Question**

Based on the background of the study, the identified problems, and the research limitations stated previously, this study formulated the followed research question: How can the use of the QuillBot application reduce the plagiarism percentage of the students' analytical exposition writing in class XI-I at SMAN 3 Singaraja?

### **1.5 Research Objective**

In line with the research question above, there was one research objective that formulated on this study as follow: To investigate whether the use of the QuillBot

application can reduce the plagiarism percentage of the students' analytical exposition writing in class XI-I at SMAN 3 Singaraja.

## **1.6 Significance of The Study**

### **1.6.1 Theoretical Significance**

This study contributed to the growing discussion on AI-assisted writing pedagogy, particularly the use of AI-powered tools in EFL writing instruction. The findings provided insight into how QuillBot could be used as a guided instructional tool to support students in reducing plagiarism and improving paraphrasing practices. This research contributed to discussion on the role of technology in the writing process. It also extended perspective on educational technology use by highlighting how AI can be used to improve students' writing practices and promote academic integrity.

### **1.6.2 Practical Significance**

#### **A. For Students**

This research offered students the opportunity to improve their academic writing, particularly in fostering academic integrity and minimizing plagiarism through instructional use of the QuillBot application. By using QuillBot into their writing process, students can develop stronger paraphrasing skills, generate more original ideas, and uphold academic honesty in their work. The intervention also encouraged students to view QuillBot as a learning aid rather than a shortcut, helping them become more independent, responsible, and reflective writers.

#### **B. For Teacher and School**

The findings of this study provided insights for teachers on how to integrate digital tools like QuillBot into writing instruction. This use can help teachers guide students to write ethically and reduce plagiarism without overreliance on technology. Schools may also use these insights to design or refine writing programs that promote academic integrity and responsible use of AI tools in learning.

### **C. For Future Research**

This research provided a basis for future studies exploring AI-assisted writing instruction. It opens opportunities to investigate the application of QuillBot with larger or more diverse student groups, across different writing genres, or in longer-term classroom practices. Future studies might also compare QuillBot with other AI-based tools to expand understanding of their roles in supporting academic writing.

## **1.7 Definition of Key Terms**

### **1.7.1 Analytical Exposition Text**

#### **A. Conceptual Definition**

An analytical exposition text is an argumentative writing genre that presents a thesis, followed by a series of logical arguments, and ends with a restatement of the thesis. Its purpose is to convince readers using clear reasoning and supporting evidence. As emphasized by Hermayanti & Gunawan (2024), this genre helps students organize their ideas, express opinions clearly, and apply critical thinking while using trustworthy information from various sources.

#### **B. Operational Definition**

In this study, analytical exposition texts were the writing products created by students in Class XI-I at SMAN 3 Singaraja, which were used as the primary data to examine the level of plagiarism before the intervention and the improvement after the QuillBot-assisted writing intervention.

### **1.7.2 Plagiarism**

#### **A. Conceptual Definition**

Plagiarism refers to the act of using another person's words, ideas, or sentence structures without proper acknowledgment, whether intentional or unintentional. It violates academic integrity and the intellectual rights of

the original author. Since plagiarism can infringe on copyright, those who intentionally commit it may face legal consequences because it is considered serious academic misconduct (Pecorari & Petrić, 2014; Permana & Santosa, 2018)

## **B. Operational Definition**

In this study, plagiarism was treated as the central problem and identified using Turnitin similarity percentage, which detects matched text resulting from direct copying or inadequate paraphrasing.

### **1.7.3 QuillBot Application**

#### **A. Conceptual Definition**

QuillBot is an AI-powered writing tool equipped with features such as paraphrasing, grammar checking, translation, citation generation, and AI detection. According to Xuyen (2023), QuillBot utilizes advanced artificial intelligence to automatically restructure and rephrase source content while maintaining the original meaning, making it easier for users to refine their academic writing. Its features help improve clarity, coherence, and accuracy in written work.

#### **B. Operational Definition**

In this study, QuillBot was used as an instructional intervention during the revision stage of the writing process. Students applied QuillBot features, revised their analytical exposition drafts and reduced similarity percentage detected by Turnitin.

### **1.7.4 Turnitin**

#### **A. Conceptual Definition**

Turnitin is an academic text-matching software that identifies similarities between a submitted document and a vast database of sources. According to Halgamuge (2017), Turnitin compares student writing with websites, academic journals, and previously submitted student papers, and calculates the percentage of overlapping text. The system generates a similarity percentage that highlights matched content and provides links to

the original sources, helping users identify where proper paraphrasing or citation is required.

### **B. Operational Definition**

In this study, the similarity percentage generated from Turnitin served as an objective, quantitative indicator of students' plagiarism levels. It was used to measure the amount of matched text in the first drafts, the revised drafts using QuillBot, and the independent writing drafts after the intervention. A similarity percentage of 25% or higher is categorized as high plagiarism for the context of this research.

### **1.7.5 Low Similarity Percentage**

#### **A. Conceptual Definition**

Low similarity percentage indicates a minimal amount of matched text detected by Turnitin, generally reflecting originality, proper paraphrasing, and appropriate citation. A similarity score below 25% was categorized as a low similarity percentage based on Turnitin (2025).

#### **B. Operational Definition**

In this study, low similarity percentage referred to the reduced Turnitin similarity scores obtained after students revise their writing using QuillBot and later write independently without assistance, demonstrating improved academic writing skills. In this study, low similarity percentages set in below 25% and serve as the plagiarism threshold.