

## APPENDICES

### A. Permit Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI  
**UNIVERSITAS PENDIDIKAN GANESHA**  
FAKULTAS BAHASA DAN SENI  
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116  
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Laman: fbs.undiksha.ac.id

Nomor : 536/UN48.7.1/DT/2025

10 Februari 2025

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMAN 3 Singaraja  
di Singaraja

Dalam rangka pengumpulan data untuk Wawancara Guru Bahasa Inggris dalam hal memenuhi data awal yang akan digunakan dalam proposal penelitian skripsi dengan judul, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Komang Indra Prameswari  
NIM : 2112021196  
Jurusan : Bahasa Asing  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Tahun Akademik : 2024/2025

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.  
Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,  
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi  
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS



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 SMA NEGERI 3 SINGARAJA



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 Jalan Pulau Natuna Penarikan Singaraja, Buleleng, Bali, 81119 Telpun (0362) 22386  
 WA 08179010175, www.smantara.sch.id - email : info@smantara.sch.id dan smantara\_agri@gmail.com

**SURAT KETERANGAN**

Nomor : B.10.400.3.8/310/SMAN 3 SINGARAJA/DIKPORA

Yang bertanda tangan di bawah ini :

Nama : Dr. I Putu Eka Wilantara, M. Pd  
 NIP : 19740718 199903 1 005  
 Jabatan : Kepala SMA Negeri 3 Singaraja

Menerangkan dengan sebenarnya bahwa :

Nama : Komang Indra Prameswari  
 NIM : 2112021196  
 Tempat/Tanggal Lahir : Singaraja, 28 Maret 2003  
 Program Studi : S1 Pendidikan Bahasa Inggris  
 Instansi : Universitas Pendidikan Ganesha  
 Judul Penelitian : **Reducing Plagiarism of Students' Analytical Exposition Writing Through QuillBot Application**

Memang benar telah melaksanakan Kegiatan Penelitian Pengambilan Data di SMA Negeri 3 Singaraja, pada tanggal 11 s/d 13 November 2025.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Bali  
 Pada tanggal : 17 April 2026


 Ditandatangani secara elektronik oleh :  
 Kepala SMA Negeri 3 Singaraja  
**Dr. I Putu Eka Wilantara, M.Pd**  
 NIP. 19740718 199903 1 005



Dokumen ini telah ditandatangani secara elektronik (TTE).  
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 Upload file pada <https://ke.kemdikgo.id/verify/PDF> untuk cek keaslian file.



**B. Lesson Plan, writing instruction, and classroom observation results in Preliminary Observation**

<b>Pre-Writing Stage in Preliminary</b>		
<b>Goal:</b>	Developing arguments related to the given topic, learners are able to generate and organize arguments for analytical exposition writing through a problem-based learning activity.	
<b>Learning Objectives:</b>	<ol style="list-style-type: none"> <li>1. Students are able to identify relevant arguments through guided discussion</li> <li>2. Students are able to generate and select arguments relevant to the given problem.</li> <li>3. Students are able to organize the selected arguments into a simple outline for analytical exposition writing.</li> </ol>	
<b>Time:</b>	2 JP (90 minutes)	
<b>Learning Methods:</b>	Discussion, Q&A	
<b>Learning Materials:</b>	Students' notebooks/worksheets, whiteboards	
<b>Procedures</b>		
<b>Pre- Activity:</b>		
T → S	Teacher greets students and takes attendance	5 mins
T → S	Teacher introduces the lesson focus and engages students in the topic	
<b>Main Activities (Part 1 – Inquiry/prompt)</b>		
T → S	Teacher begins with asking an inquiry question related to a current or relatable issue around the students,  <i>“Apakah penggunaan HP di kelas sebaiknya diperbolehkan? Mengapa?”</i>	15 mins
S	Students think about their ideas and invited to write their arguments on the whiteboard	

T → S	The teacher lists 8–10 key ideas/arguments (Pro/Cons) on the whiteboard and appreciates contributions.	
<b>Main Activities (Part 2 – Collecting Arguments)</b>		
T → S	The teacher instructs students to <b>write down their arguments and supporting details individually</b> in response to the inquiry questions.  <i>“Tuliskan minimal 3 argumen yang kalian pilih, masing-masing dengan alasan singkat atau contoh pendukung”</i>	45 mins
S	Students write arguments on paper (bullet points / short notes).	
T → S	The teacher reminds students to generate <b>at least 3 arguments</b> with some explanation for each. The teacher walks around, monitors, and supports students who need help.	
<b>Main Activity (Part 3 – Sharing and Reinforcement)</b>		
S	A few students voluntarily share one or two of their work	20 mins
T	The teacher appreciates all the voluntary students, gives feedback if needed	
<b>Post-Activity:</b>		
T	The teacher summarizes the activity and reinforces that <b>collecting arguments is the first step of writing an Analytical Exposition Text.</b>	5 mins
T	The teacher previews the next lesson: “Next meeting, we will revisit the structure of Analytical Exposition and you’ll use these arguments to write your <b>first analytical drafts</b> .	
T	Farewell the students	

<b>Writing Stage in Preliminary</b>		
<b>Goal:</b>	Learning the proper writing structure, learners are able to recall the structure of analytical exposition text and compose a first drafts based on their generated arguments.	
<b>Learning Objectives:</b>	<ol style="list-style-type: none"> <li>1. Students are able to identify the generic structure of analytical exposition text.</li> <li>2. Students are able to develop a first drafts of an analytical exposition text based on the outlined arguments.</li> <li>3. Students are able to apply the correct text structure (Thesis, Arguments, Reiteration) in their writing.</li> </ol>	
<b>Time:</b>	3 JP (120 minutes)	
<b>Learning Methods:</b>	Individual Assignment	
<b>Learning Materials:</b>	<ol style="list-style-type: none"> <li>1. Writing Task Instruction for preliminary</li> <li>2. Students' arguments outline from previous meeting</li> </ol>	
<b>Procedures</b>		
<b>Pre- Activity:</b>		
T → S	The teacher greets students and takes attendance	5 mins
T → S	The teacher introduces the focus of the session and ask students to open their previous mini drafts.	
<b>Main Activity (Part 1 – Review of Analytical Exposition structure)</b>		
T → S	The teacher briefly re-introduces the structure of Analytical Exposition Text (Thesis → Arguments → Conclusion).	20 mins
T → S	The teacher demonstrates how students' arguments can be organized into the text structure.	
<b>Main Activity (Making the First Drafts of students writing)</b>		
T → S	The teacher instructs students to take out the arguments and supporting details they wrote in Meeting 1.	90 mins
S	Students receive <b>Writing Task instruction for Preliminary</b> and begin writing their first drafts of	

	an analytical exposition text based on their previous argument's outlines	
T → S	The teacher monitors student progress and provides support or clarification as needed.	
<b>Post- activity:</b>		
S	The students submit their completed drafts via the Google Drive link provided by the researcher.	5 mins
T → S	The teacher concludes the session and reminds students that their drafts will be revised in the next meeting	
T → S	The teacher gives a brief recap and concludes the session.	

### Writing Task Instruction for Preliminary

#### *(Instruksi Tugas Menulis untuk Preliminary)*

**Description (Deskripsi):** Analytical Exposition Text – First Drafts

**Prompt/question (Panduan/pertanyaan):** Write a complete analytical exposition text about the topic and argument you developed in the previous meeting. In developing your argument, you must include information from at least two reliable English-language sources from the internet, such as articles or blogs.


*(Tulislah sebuah teks Ekposisi Analitis yang lengkap tentang topik dan argumen yang telah kalian kembangkan di pertemuan sebelumnya. Dalam mengembangkan argumentum, kamu harus menyertakan informasi dari minimal 2 sumber berbahasa Inggris terpercaya dari internet seperti artikel dan blog)*





**Instruction (Instruksi):**



- Length (Panjang): 350 – 500 words (350-500 kata)
- Write your task using the structure of Analytical Exposition text as taught in the previous meeting: Thesis, Argumentation, Reiteration (*Tulislah Teks Eksposisi Analitis sesuai dengan struktur di pertemuan sebelumnya: Tesis, Argumentasi, Reiterasi*).
  - Thesis: Talk about the topic in an interesting way and showing your opinion about the topic (*Sampaikan tentang topik secara menarik, dan tunjukkan opinimu tentang topik*)




- **Argumentation:** Explain the facts or reasons behind your opinion. You must find your information from reliable internet or book sources, and list all your sources at the end of the text. *(Jelaskan fakta atau alasan yang mendukung pendapatmu. Kalian harus mencari informasi dari sumber internet/buku yang kredibel, dan sebutkan semua sumber informasi di akhir teks)*
  - **Reiteration:** Restate your opinion with reasons and summarize it. *(Nyatakan kembali pendapat Anda dengan alasannya dan rangkumlah)*
- Use connecting adverbs when writing your argumentation part such as first, second, third, then, finally, etc. *(Gunakan kata keterangan penghubung saat menulis part Argumentasi Anda seperti pertama, kedua, ketiga, lalu, akhirnya, dll).*
  - Write in **formal language** with clear sentence structure
  - Write in complete sentences. *(Tulislah dalam kalimat yang lengkap).*
  - Use Times New Roman fonts, Size 12, and justify your text. *(Gunakan jenis fon Times New Roman, Ukuran 12, dan gunakan Rata Kiri dan Kanan pada teksmu).*

**Note (catatan):** Your work will be collected through the Google Drive Link that the teacher provides at the end on the meeting and the link will be also send through captain of the class. *(Pekerjaanmu akan dikumpulkan melalui tautan Google Drive yang akan diberikan oleh guru di akhir pertemuan dan juga akan dikirimkan melalui ketua kelas).*

CLASSROOM OBSERVATION				
Meeting	Date/Time	Activity Observation	Notes	Picture Proof
1	Tuesday 11/11/2025 from 07.30 – 09.00 am.	Students responded to the teacher's inquiry about plagiarism and academic writing.	At the beginning of the lesson, the teacher introduced the topic (prompt) to the class. The students looked attentively at the whiteboard and began to discuss it quietly with their classmates. One student whispered to his classmate beside him, "Topik ini	<p><b>Teacher write the topic (prompt) in whiteboard.</b></p>  <p><b>Atmosphere in classroom</b></p>

			<p>banyak mengandung pro dan kontra tentunya,” and his classmate nodded in agreement. This interaction indicated that students felt well connected to the topic provided in class.</p>	
		<p>Students generated and selected arguments relevant to the prompt.</p>	<p>Students began to participate actively after the teacher held a discussion session in which students were asked to create and present their arguments based on the given topic. During this session, selected students were invited to write one of their arguments on the whiteboard at the front of the classroom. A total of ten arguments were presented during the discussion. However, several students were still eager to express their ideas but were unable to do so due to limited discussion time within the lesson period.</p>	<p><b>Students wrote their arguments on whiteboard</b></p>  
		<p>Students organized their arguments.</p>	<p>After the discussion session ended, students were assigned to further develop their arguments by adding supporting details. They were instructed to create two additional arguments</p>	<p><b>Students sought guidance from the teacher</b></p> 

		<p>related to the given topic and strengthen them with relevant explanations. At this stage, the teacher asked students to rely on their critical thinking skills without using the internet or other external sources. The teacher stated, <i>“Critical thinking itu penting, jadi ibu mau coba tanpa akses internet dulu, ya.”</i> As the researcher, I agreed with this approach.</p> <p>During the argument development process, the teacher and researcher acted as facilitators. Students did not hesitate to ask questions regarding the correctness of their work or whether improvements were still needed.</p>	<p>related to the given topic and strengthen them with relevant explanations. At this stage, the teacher asked students to rely on their critical thinking skills without using the internet or other external sources. The teacher stated, <i>“Critical thinking itu penting, jadi ibu mau coba tanpa akses internet dulu, ya.”</i> As the researcher, I agreed with this approach.</p> <p>During the argument development process, the teacher and researcher acted as facilitators. Students did not hesitate to ask questions regarding the correctness of their work or whether improvements were still needed.</p>	
		<p>Students shared their argument drafts with classmates in front of the class.</p>	<p>After the argument-building session, the teacher invited three students to present their arguments and supporting details in front of the class as a form of appreciation and to observe students' enthusiasm. Many students volunteered to present, which made the teacher slightly overwhelmed when</p>	<p><b>Students presented their arguments in front of the class (consent of their faces showed here).</b></p> 

			<p>selecting only three presenters. However, due to time constraints, only three students were chosen, while the remaining students submitted their work to the teacher for assessment.</p>	
2	<p>Thursday 13/11/202 5 from 12.55 – 15.25</p>	<p>Students wrote their first drafts of an analytical exposition text.</p>	<p>At the beginning of the lesson, the teacher informed the students that they would write an analytical exposition text based on the arguments they had developed during the previous meeting. After that, the researcher distributed Writing Task 1 as the writing instructions. The teacher read the instructions carefully and ensured that there were no questions from the students. At this stage, students had not yet been introduced to the QuillBot application; therefore, they relied solely on the internet to search for sources.</p> <p>The teacher emphasized that all sources used should be written in English. However, after the drafts were checked, it was found that several students still used</p>	<p><b>Students collaborated</b></p>  <p><b>Student worked independently on their analytical exposition text</b></p> 

			<p>Indonesian articles or sources that were random or inappropriate for the content of their writing. This occurred because students had never been taught how to select appropriate academic sources or how to create proper references. This condition became an important note for the researcher, indicating that reference creation and source selection needed to be emphasized during the intervention in the next meeting.</p> <p>After students were instructed to begin writing their first drafts, some students immediately engaged in discussion with their classmates to exchange ideas. Meanwhile, other students chose to work independently, either due to a competitive attitude or a lack of interest in peer discussion. Despite these differences, all students proceeded to complete their drafts based on their own writing processes</p>	
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Note:

1. The Activity may change due to situation in the real time
2. The observer (researcher) will take photographs during each meeting to visually document student participation and engagement.
3. Photos must maintain ethical standards, ensuring no student faces are shown unless consent is given. Use back or top-view shots.

Observation will focus on student activity, engagement, and use of tools (e.g., QuillBot, the writing task usage, etc.)



### C. Similarity Percentage in Preliminary Observation

#### FIRST DRAFTS

Students	Plagiarism Percentage (%)	Students	Plagiarism Percentage (%)
S1	81	S18	44
S2	9	S19	46
S3	47	S20	52
S4	50	S21	41
S5	23	S22	36
S6	49	S23	42
S7	30	S24	33
S8	47	S25	61
S9	41	S26	48
S10	84	S27	39
S11	8	S28	31
S12	27	S29	32
S13	54	S30	36
S14	39	S31	42
S15	40	S32	57
S16	8	S33	36
S17	0	S34	52
		S35	30

SUMMARIZE	
FIRST DRAFTS	
<25%	5 Students
26% - 80%	28 students
81% - 100%	2 students

#### D. Intervention-based Lesson Plan

### INTERVENTION-BASED LESSON PLAN

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<b>Genre focus</b>	: Analytical Exposition Text Writing
<b>Grade</b>	: XI
<b>Time Allocation</b>	: 2 Meetings
<b>Teaching Approach</b>	: Process-based Writing Approach
<b>Tool Use</b>	: QuillBot Application (AI-powered writing assistant)

<b>MEETING 1</b>	
<b>Goal:</b>	Given a demonstration to use QuillBot in drafting and editing stages, learners are able to use QuillBot features to revise and improve their analytical exposition writing.
<b>Learning Objectives:</b>	<ol style="list-style-type: none"><li>1. Students are able to apply QuillBot features responsibly in revising their writing.</li><li>2. Students are able to revise their first drafts using QuillBot features such as Paraphraser, Translator, and Grammar Checker.</li><li>3. Students are able to improve their writing by reducing similarity and enhancing clarity using QuillBot.</li></ol>
<b>Time:</b>	3 JP (120 minutes)
<b>Learning Methods:</b>	Demonstration, Individual assignment
<b>Learning Materials:</b>	<ol style="list-style-type: none"><li>1. QuillBot's Teaching Instruction</li><li>2. Writing Task 1</li></ol>
<b>Procedures</b>	

<b>Pre- Activity:</b>		
T → S	The teacher greets the students and takes attendance	5 mins
<b>Main Activities (Part 1 – QuillBot Introduction)</b>		
T → S	The teacher introduces the QuillBot application to the students	20 mins
T	The teacher demonstrates how to use the QuillBot application with the QuillBot’s teaching instruction	
T	The teacher emphasizes responsible and ethical use (e.g., not relying fully on the tool, avoiding plagiarism, making personal adjustments after paraphrasing).	
<b>Main Activities (Part 2 – Guided Revision)</b>		
S	The students reopen their first drafts of analytical exposition text	90 mins
T → S	The teacher distributes Writing Task 1	
S	The students begin to make their second drafts of analytical exposition text using the help of QuillBot. These drafts served as revised drafts.	
T	The teacher circulates and provides guidance as students explore the tool.	
<b>Post-Activity:</b>		
T → S	The teacher instructs students to complete their revised drafts.	5 mins

T → S	The teacher commands the students to submitted of their revised drafts in the provided Google Drive link	
T → S	The teacher asks if there are any final questions, then closes the lesson and farewells the students.	

<b>MEETING 2</b>		
<b>Goal:</b>	Assess students' skills after a demonstration of QuillBot, learners are able to independently produce an analytical exposition text by applying QuillBot features based on previous intervention.	
<b>Learning Objectives:</b>	<ol style="list-style-type: none"> <li>1. Students are able to independently produce a complete analytical exposition text without teacher guidance.</li> <li>2. Students are able to apply QuillBot's features to maintain academic integrity in their writing.</li> </ol>	
<b>Time:</b>	2 JP (90 minutes)	
<b>Learning Methods:</b>	Individual Assignment	
<b>Learning Materials:</b>	1. Independent Writing Task Instruction	
<b>Procedures</b>		
<b>Pre- Activity:</b>		
T → S	Teacher greets students and takes attendance	5 mins
T → S	Teacher checks whether students have submitted their second drafts or the revised drafts (from Meeting 1)	

<b>Main Activity:</b>		
T → S	The teacher explains the purpose of the meeting: To make an independent writing draft	80 mins
S	The students receive the Writing Task 2	
S	The students begin writing their final analytical exposition independently without teacher guidance. This thief drafts served as	
T	The teacher monitors students to ensure academic honesty and provide clarification for the Writing Task instruction if needed.	
<b>Post- activity:</b>		
T → S	The teacher instructs students to complete their revised drafts.	5 mins
T → S	The teacher commands the students to submitted of their revised drafts in the provided Google Drive link	
T → S	The teacher concludes the session and expresses appreciation for students' participation throughout the project.	

### E. QuillBot Teaching Instruction for the Intervention

Meeting	STEPS	QuillBot Action		Description
		QuillBot's Features	Optional /Must	
Meeting 3	<p>The students get the second writing tasks and use QuillBot to assist them, first students re-open the sources they used and select a relevant sentence from it.</p> <p>Before paraphrasing, they use QuillBot's Translator to translate the sentence into Indonesian for full comprehension of the meaning.</p>	Translator	Must	<p>QuillBot's Translator feature helps the student understand the source content's meaning and context before paraphrasing.</p>
	<p>Student pastes the original sources into the Paraphraser, selects a paraphrasing mode (e.g., Standard, Fluency), and generates a new version</p>	Paraphraser	Must	<p>Provides several paraphrased outputs that maintain the original meaning with varied structure and vocabulary.</p>

	<p>The students compare the paraphrased output with the original sentence, by seeing the highlight on the Paraphraser, and understand what changes are appearing on the sentences. They may re-visit Translator, and translate the new version to check for Paraphraser Must Translator Optional meaning accuracy. Students are also encouraged to add their own explanation or transitional phrase to support coherence in the Analytical Exposition.</p>	<p>Re-visit Paraphraser</p>	<p>Optional</p>	
		<p>Re-visit Translator</p>	<p>Optional</p>	<p>Assists in lowering similarity and encourages critical thinking by deeper engagement with language.</p>
	<p>The students refine the paraphrased sentence by checking grammar and fluency using Grammar Checker. They can also re-type or adjust</p>	<p>Grammar Checker</p>	<p>Must</p>	<p>Grammar Checker suggests corrections for grammar, punctuation, and structure.</p>

	parts manually for clarity and flow.			The translator may assist if students want to recheck meaning.
	The students use the Citation Generator to produce in-text citations and full APA references based on the original source. Once cited, they use AI Detection to reflect on the originality.	Citation Generator	Must	Citation Generator formats accurate citations
		AI Detection	Must	AI Detection tool promotes awareness of authentic writing tone
	The students finalize their full Analytical exposition text by inserting all revised and paraphrased content. After fully completing their drafts, they may revisit QuillBot's Grammar Checker and AI Detection features to check language quality and originality before submission of their	Re-visit Grammar Checker & AI Detection	Optional	Re-visit Grammar checker and AI Detection helps students refine grammar and assess originality in the final stage, supporting a more independent and responsible

	second drafts (revised writing)			writing process.
<b>Meeting 4</b>	Students got the third writing tasks as the Post-Test, and independently made a new analytical exposition with QuillBot as their assistant. Here, the students will independently use the QuillBot without any help from the teacher or researcher.	<i>(All QuillBot features)</i>	<i>(The optional/must is depend on the students)</i>	



## F. The Writing Tasks

### Writing Task 1

#### Writing Task 1 - Meeting 1

*(Instruksi Tugas Menulis 1 – Pertemuan ke-1)*

**Description (Deskripsi):** Editing and Revising with QuillBot (Revised Drafts)

**Prompt/question (Panduan/pertanyaan):** Reopen your first drafts of the analytical exposition text that you created in the previous meeting. Revise and improve your writing using QuillBot tools you have learned, including the Paraphraser, Grammar Checker, Citation Generator, and AI Detector. Your goal is to make your writing more original, grammatically correct and plagiarism-free.

*(Buka kembali draf pertama dari teks eksposisi analitis yang telah Anda buat pada pertemuan sebelumnya. Revisi dan perbaiki tulisan Anda menggunakan fitur-fitur QuillBot yang telah Anda pelajari, seperti Paraphraser, Grammar Checker, Citation Generator, dan AI Detector. Tujuan Anda adalah membuat tulisan menjadi original, lebih benar secara tata bahasa, dan bebas plagiarisme)*

**Instruction (Instruksi):**

- Reopen your Analytical Exposition Text drafts that you have done in the previous meeting *(Buka kembali draf teks eksposisi analitis yang telah Anda kerjakan pada pertemuan sebelumnya.)*
- Editing and revising your writing drafts using the QuillBot app, as previously taught *(Mengedit dan merevisi draf tulisan Anda menggunakan aplikasi QuillBot, seperti yang telah diajarkan sebelumnya.):*
  1. Copy-paste specific sentences or paragraphs in your drafts or from the original sources into QuillBot Translator feature and make sure the meaning is suits your text or helping you adds another sentence *(Copas kalimat atau paragraf tertentu dalam draf Anda atau dari sumber asli ke dalam fitur Penerjemah QuillBot dan pastikan maknanya sesuai dengan teks Anda atau membantu Anda menambahkan kalimat lain)*
  2. Use the Paraphraser feature to re-write unclear parts, analyse it, and make sure it still has the same meaning with in the original sources *(Gunakan fitur Paraphraser untuk menulis ulang bagian yang tidak jelas, menganalisisnya, dan memastikannya masih memiliki makna yang sama dengan sumber aslinya)*
  3. Re-open Translator feature in QuillBot and compare the revised sentences/paragraph with the original, and make sure the meaning still intended the same, but with different structure *(Buka kembali fitur Translator di QuillBot dan bandingkan kalimat/paragraf yang telah direvisi dengan kalimat/paragraf aslinya, dan pastikan maknanya masih sama, namun dengan struktur yang berbeda)*

4. Use Grammar Checker to correct grammar issues in each part of the sentences you are revising and in whole drafts after you done paraphrasing (*Gunakan fitur Grammar Checker untuk memperbaiki masalah tata bahasa di setiap bagian kalimat yang Anda revisi dan di seluruh draf setelah Anda selesai melakukan paraphrase*)
  5. Use Citation Generator to help with the citation and also the references (*Gunakan Citation Generator untuk membantu pengutipan dan juga referensi*)
  6. Check your whole drafts with AI Detection to maintain originality! (*Periksa seluruh draf Anda dengan AI Detection untuk mempertahankan keaslian!*)
- Do **NOT** simply accept everything from QuillBot — use your judgment! (*JANGAN hanya menerima segala sesuatu dari QuillBot - gunakan penilaian Anda!*)

**Note (catatan):** Your revised writing will be collected through the Google Drive link provided by the teacher during the next meeting and also submitted via the class leader. (*Tulisan hasil revisi akan dikumpulkan melalui tautan Google Drive yang dibagikan guru pada pertemuan berikutnya dan juga dikirimkan melalui ketua kelas.*)

## Writing Task 2

### Writing Task 2 - Meeting 2

*(Instruksi Tugas Menulis - Pertemuan ke-2)*

**Description (Deskripsi):** Independent Analytical Exposition Writing test – Post-test (independent writing drafts)

**Prompt/question (Panduan/pertanyaan):** What do you think about the increasing use of Artificial Intelligence (AI) in everyday social life? Do you think it's helping or harming our society?

*(Apa pendapatmu tentang meningkatnya penggunaan AI dalam kehidupan sosial sehari-hari? Apakah menurutmu AI membantu atau merugikan masyarakat kita?)*

Support your opinion with logical arguments and examples from credible sources.

*(Dukung pendapatmu dengan argumen logis dan contoh dari sumber terpercaya.)*

**Instruction (Instruksi):**

- Length (Panjang): 350 – 500 words (*350-500 kata*)
- Write the analytical exposition text based on the structure: The Thesis, Argumentation, Reiteration (*Tuliskan Teks Eksposisi Analitis sesuai dengan struktur: Tesis, Argumentasi, Reiterasi*).

- Thesis: Introduce the topic in an interesting way and clearly show your opinion about the topic (*Perkenalkan tentang topik secara menarik, dan tunjukkan opinimu tentang topik*)
  - Argumentation: Present facts and evidence to support your opinion using information from credible sources. Don't forget to states all the sources used. (*Sampaikan fakta dan bukti untuk mendukung pendapatmu menggunakan sumber informasi yang kredibel. Jangan lupa untuk menyebutkan semua sumber yang dipakai.*)
  - Reiteration: Restate your opinion with reasons and summarize it. (*Nyatakan kembali pendapat Anda dengan alasannya dan rangkumlah*)
- Use connecting adverbs when writing your argumentation part such as first, second, third, then, finally, etc. (*Gunakan kata keterangan penghubung saat menulis part Argumentasi Anda seperti pertama, kedua, ketiga, lalu, akhirnya, dll*).
  - Write in complete sentences. (*Tulislah dalam kalimat yang lengkap*).
  - Use Times New Roman fonts, Size 12, and justify your text. (*Gunakan jenis fon Times New Roman, Ukuran 12, dan gunakan Rata Kiri dan Kanan pada teksmu*).
  - **Don't forget to use the QuillBot app to revise and edit your writing, as taught in the previous meeting!** (*Jangan lupa untuk menggunakan aplikasi QuillBot untuk merevisi dan mengedit tulisan Anda, seperti yang telah diajarkan pada pertemuan sebelumnya!*)

**Note (catatan):** Your final writing will be submitted via the Google Drive link shared by the teacher at the end of the meeting, and also through the class leader. (*Tulisan akhir dikumpulkan melalui tautan Google Drive yang diberikan guru di akhir pertemuan dan juga dikirimkan melalui ketua kelas.*)

### G. Photographic Observation Sheet

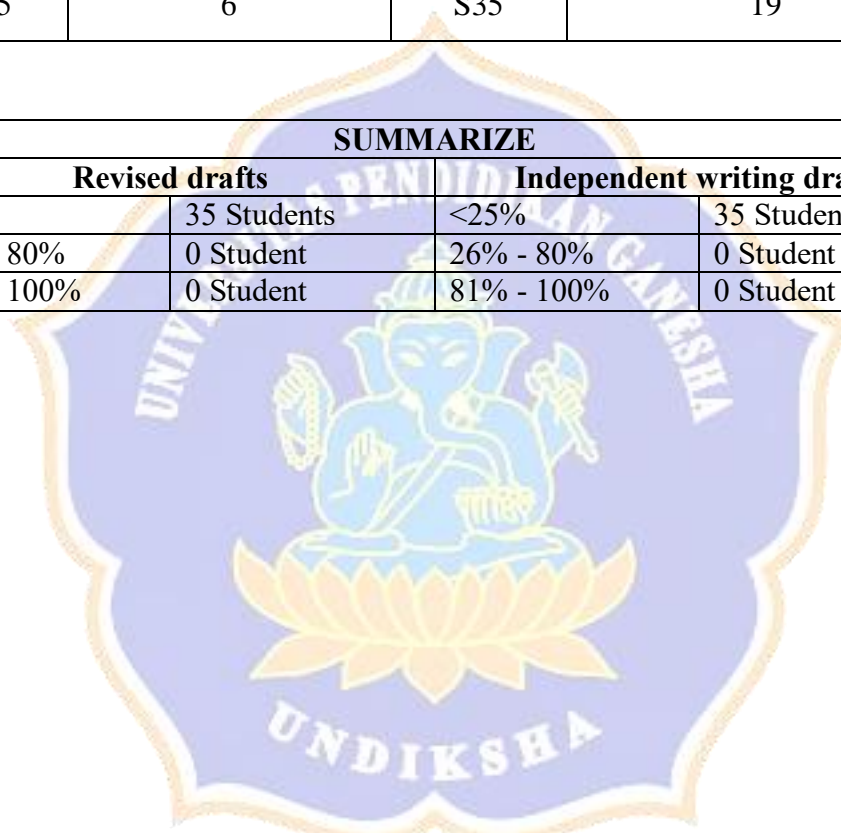
Meeting	Date	Activity observation	Notes	Picture Proof
1.		Teacher demonstrates QuillBot features based the QuillBot Instructional Teaching		
		Students revise and edit their drafts using QuillBot based on Writing Task Instruction 2		
2.		Students' doing their post-test writing analytical exposition text based the Individual Writing Task Instruction		
<p>Note:</p> <ol style="list-style-type: none"> <li>1. The Activity may change due to situation in the real time</li> <li>2. The observer (researcher) will take photographs during each meeting to visually document student participation and engagement.</li> <li>3. Photos must maintain ethical standards, ensuring no student faces are shown unless consent is given. Use back or top-view shots.</li> <li>4. Observation will focus on student activity, engagement, and use of tools (e.g., QuillBot, the writing task usage, etc.)</li> </ol>				

### H. Similarity Percentage of the Two Writing Drafts in Cycle 1



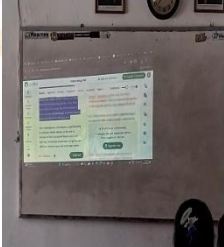
REVISED DRAFTS		INDEPENDENT WRITING DRAFTS	
Students	Plagiarism Percentage (%)	Students	Plagiarism Percentage (%)
S1	3	S1	9
S2	9	S2	18
S3	7	S3	0
S4	0	S4	0
S5	0	S5	4
S6	0	S6	8
S7	0	S7	0
S8	6	S8	0
S9	8	S9	0
S10	15	S10	23
S11	0	S11	14
S12	10	S12	6
S13	7	S13	2
S14	5	S14	0
S15	0	S15	0
S16	10	S16	0
S17	3	S17	0
S18	0	S18	5
S19	19	S19	0
S20	0	S20	0
S21	0	S21	0
S22	3	S22	2
S23	20	S23	4
S24	6	S24	16
S25	6	S25	2
S26	3	S26	0


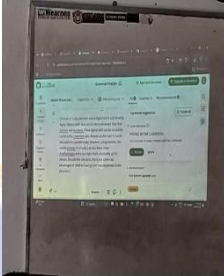

S27	3	S27	0
S28	14	S28	10
S29	13	S29	10
S30	4	S30	0
S31	11	S31	0
S32	0	S32	2
S33	4	S33	5
S34	15	S34	0
S35	6	S35	19

<b>SUMMARIZE</b>			
<b>Revised drafts</b>		<b>Independent writing drafts</b>	
<25%	35 Students	<25%	35 Students
26% - 80%	0 Student	26% - 80%	0 Student
81% - 100%	0 Student	81% - 100%	0 Student

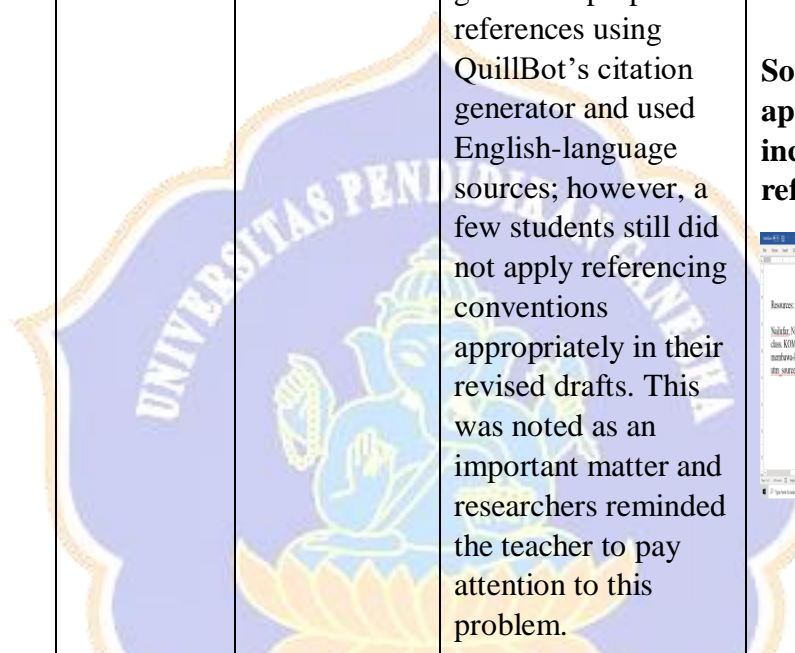
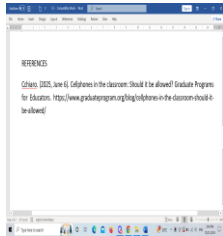
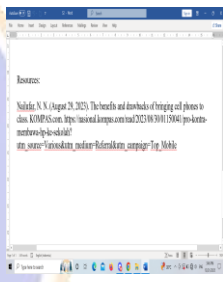



## I. The Results of the Photographic Observation in Cycle 1

Meeting	Date/Time	Activity Observation	Notes	Picture Proof
1.	Tuesday 09/12/2025 from 07.30 – 09.30	The teacher demonstrated QuillBot features based on the QuillBot instructional teaching prepared by the researcher.	<p>The teacher, together with the researcher, demonstrated the QuillBot application as an intervention for the students. The demonstration included how to access QuillBot, how to log in, and an explanation of its main features.</p> <p>The teacher began by explaining the AI Detection feature to raise students' awareness that assignments written using AI could be detected, which is closely related to the issue of plagiarism.</p> <p>Next, the teacher introduced the Paraphraser feature, explaining how it could be used to help students reduce plagiarism in their writing. The researcher also added guidance emphasizing the importance of making self-judgments when paraphrasing, so that students did not rely</p>	<p><b>Teacher and Researcher demonstrated the QuillBot Application.</b></p>   <p><b>Teacher demonstrated the Paraphraser Feature</b></p>  <p><b>Teacher explained the AI Detection feature to students</b></p>

		<p>solely on the application.</p> <p>After that, the teacher explained the Grammar Checker feature, highlighting the importance of grammatical accuracy in academic writing and how QuillBot could help identify grammatical errors.</p> <p>Finally, based on the researcher's notes from the previous meeting, the teacher emphasized the use of the Citation Generator feature to create correct references. The teacher underlined that QuillBot would not detect references written in Indonesian, so students were required to use English sources. The students listened attentively and showed a clear understanding of how to use QuillBot.</p>	 <p><b>Teacher demonstrated the Grammar Checker Feature</b></p>  <p><b>Teacher demonstrated the Citation Generator Feature</b></p> 
	<p>Students revised and edited their drafts using QuillBot</p>	<p>After the intervention session, the teacher instructed the students to begin revising their drafts</p>	<p><b>students revised their First drafts using QuillBot Application</b></p>

		<p>based on Writing Task Instruction 2.</p> <p>based on Writing Task Instruction 2 distributed by the researcher. The students revised and edited their writing using QuillBot as demonstrated during the intervention.</p> <p>Based on informal interviews with several students, some students reported that their writing was detected as AI-generated, while others stated that their plagiarism level was high because they had copied and pasted content directly from the internet. However, some students expressed satisfaction because their assignments showed low similarity scores, and they felt appreciated as they had written their work based on their own ideas.</p> <p>During this session, the teacher and the researcher acted as facilitators by assisting students who encountered difficulties in using the application.</p> <p>Additionally, as noted in Meeting 2,</p>	    <p><b>Teacher assisted students in using QuillBot</b></p>  
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			<p>students were instructed to use English sources and provide accurate references. In this third meeting, most students were able to fulfil these requirements. Several students successfully generated proper references using QuillBot's citation generator and used English-language sources; however, a few students still did not apply referencing conventions appropriately in their revised drafts. This was noted as an important matter and researchers reminded the teacher to pay attention to this problem.</p>	<p><b>Students applied proper referencing</b></p>  <p><b>Some students applied incorrect referencing</b></p> 
<p>2.</p>	<p>Wednesday 10/12/2025 from 08.00 – 09.30</p>	<p>Students completed their independent writing drafts of analytical exposition writing based on the Individual Writing Task Instruction.</p>	<p>In the last meeting, the teacher informed the students that they would receive a final assignment to write an analytical exposition text on different topics. The students received Writing Task 3 from the researcher, which contained instructions on how to complete their final assignment. The students were also</p>	<p><b>Students received Writing Tasks 3</b></p> 

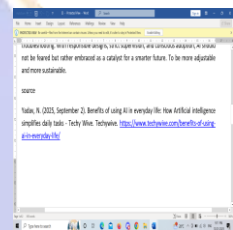
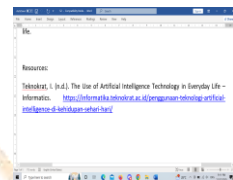
informed to build their arguments from scratch and were allowed to use QuillBot during the writing process.

The students stated that using QuillBot helped them with their writing; however, because there were many aspects, they needed to pay attention to and they had to be careful in using the application, they requested additional time to complete the task. The students initially asked for two days, but the researcher limited the submission deadline to 10 p.m. on the same day. Despite this limitation, the students were able to complete their assignments.

In this final meeting and final writing task, when the students' writing was checked by the researcher, all students correctly provided references and consistently used English-language sources in their analytical exposition texts. This indicated that the students had



**Students applied correct referencing practices using English sources**



			developed a clearer understanding of proper referencing practices and source selection after the intervention.	
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Note:

1. The Activity may change due to situation in the real time
2. The observer (researcher) will take photographs during each meeting to visually document student participation and engagement.
3. Photos must maintain ethical standards, ensuring no student faces are shown unless consent is given. Use back or top-view shots.

Observation will focus on student activity, engagement, and use of tools (e.g., QuillBot, the writing task usage, etc.)

