



THE ROLE OF QUILLBOT IN ENHANCING NARRATIVE WRITING SKILLS AMONG ELEVENTH GRADE STUDENTS

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ABSTRACT

This study explored the impact of QuillBot, an AI-driven writing assistant, on improving the narrative writing abilities of eleventh-grade students at SMA Daarul Aitam Palembang. Writing narrative texts poses a significant challenge for English learners due to the complexities of grammar, vocabulary, and coherent idea development. Adopting a quantitative methodology, the research utilized a One-Group Pre-test Post-test Design involving 30 students who completed a narrative writing task titled “The Best Day Ever” both before and after the intervention. During the treatment phase, participants were trained in using various QuillBot features—such as paraphrasing, grammar correction, and vocabulary enhancement—to revise their work. The findings revealed a notable improvement in the average score, rising from 58.33 on the pre-test to 80.00 on the post-test. A paired sample t-test further validated the tool’s effectiveness, yielding a significance value of 0.000, well below the 0.05 threshold. These results suggest that QuillBot significantly aided students in minimizing grammatical mistakes, enriching their vocabulary, and structuring their ideas more effectively. Overall, the study underscores the potential of QuillBot as a supportive resource in English writing instruction, particularly within EFL learning environments.

Keywords: *QuillBot, Narrative Writing, AI tool, EFL students.*

1. INTRODUCTION

Achieving proficiency in the four core language skills listening, speaking, reading, and writing is a central objective for learners of English as a foreign language (EFL). Of these competencies, writing is frequently perceived as the most complex, as it necessitates the integration of numerous linguistic elements and cognitive processes. Successful writing entails the precise application of grammatical structures, the use of diverse and contextually suitable vocabulary, logical text organization, and the clear articulation of ideas. Beyond linguistic accuracy, writing also demands advanced

cognitive engagement, encompassing critical thinking, creativity, and personal expression (Faller, 2018; Meiningsih, 2021; Jaya et al., 2019). Within the Indonesian educational framework particularly at the senior high school level writing instruction is viewed as a crucial component in equipping students with the skills required for academic achievement and effective communication in both national and international spheres.

One of the most prominent genres taught in senior high school English classes is narrative writing. Narrative writing allows students to construct and express meaningful stories, often

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drawn from personal experiences or imaginative scenarios. It emphasizes the use of a clear structure typically Orientation, Complication, and Resolution along with well-developed characters and settings. Through narrative writing, students are encouraged to explore their creativity, organize their thoughts chronologically, and practice using past tense verbs and descriptive language. According to the 2013 Curriculum (Kurikulum 2013 or K13), narrative texts are included as one of the core competencies in English instruction, aiming to develop students' ability to communicate ideas in written form while fostering their critical and emotional intelligence (Nur, 2024; Hapsari & Wu, 2022).

Despite the importance of narrative writing, many students continue to struggle with this genre. Various studies have indicated that students often face difficulties in generating ideas, organizing plot structures, using correct grammar and punctuation, and applying appropriate vocabulary (Mandasari, 2019; Agustin et al., 2022). These challenges are especially pronounced in EFL contexts, where learners may have limited exposure to authentic English usage outside the classroom (Ali & Soada, 2024; Larsari et al., 2024; Mulatu & Regassa, 2022). Consequently, students' written products may lack coherence, unity, and linguistic accuracy. This situation is further exacerbated by the persistent reliance on conventional teaching methods, such as rote learning, textbook-based exercises, and teacher-centered instruction, which may not effectively address the diverse needs of students.

Observations conducted at SMA Daarul Aitam Palembang revealed that English teachers often used traditional teaching approaches during writing lessons, particularly when teaching narrative texts. Lessons frequently involved the teacher explaining

grammatical rules, giving examples from the textbook, and assigning writing tasks without interactive or technological support. While such methods may be familiar and easy to implement, they were found to be less effective in engaging students or in helping them overcome specific writing difficulties. In particular, grammar remained one of the most challenging aspects for students, affecting the quality and clarity of their writing. As a result, students frequently submitted narrative texts that were grammatically incorrect, lacked proper organization, and demonstrated limited vocabulary development.

In response to these challenges, the integration of digital tools into English language teaching has gained increasing attention (Baron, 2019; Dash, 2022; Ajani et al., 2024). The advancement of educational technology has introduced various applications that support language learning, including those that focus specifically on writing. One such tool is QuillBot, an AI-powered writing assistant that provides automated services such as paraphrasing, grammar checking, sentence restructuring, summarization, and vocabulary enhancement. QuillBot utilizes natural language processing (NLP) to generate multiple versions of user input, helping learners improve the quality of their writing through immediate and interactive feedback (Fitria, 2021; Kinga & Gupta, 2021). The application is particularly useful for students who struggle with rewriting sentences, correcting grammatical errors, and enhancing the overall readability of their texts.

While QuillBot has been widely used by university students and researchers for academic writing, its potential in high school classroom instruction remains underexplored. At SMA Daarul Aitam Palembang, for instance, digital tools such as QuillBot were not yet integrated into the English

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teaching and learning process. However, the researcher observed that students showed interest in using technology and digital applications to support their learning. This observation raised a critical question: can the use of QuillBot positively influence students' writing abilities, particularly in constructing narrative texts?

In response to this inquiry, the present study explores the effectiveness of QuillBot in enhancing the narrative writing abilities of eleventh-grade students at SMA Daarul Aitam Palembang during the 2024/2025 academic year. Adopting a quantitative research design, specifically a one-group pretest-posttest model, students were initially tasked with composing a narrative text independently, without the aid of digital tools. Subsequently, they revised their work utilizing QuillBot. The chosen narrative theme, "The Best Day Ever," encouraged students to draw upon personal experiences while applying narrative conventions. Through the analysis of pretest and posttest outcomes, the study seeks to evaluate the extent to which QuillBot facilitates improvements in students' writing performance, particularly in the areas of grammatical accuracy, lexical richness, content development, and structural coherence.

Ultimately, this study seeks to provide empirical evidence on the effectiveness of integrating AI-based tools in EFL writing instruction and to offer practical recommendations for English teachers who wish to enhance their pedagogical practices using technology. It also contributes to the growing body of literature on the role of educational technology in promoting language development, especially in secondary school contexts where such tools are still underutilized.

2. LITERATURE REVIEW

Writing represents a fundamental aspect of language acquisition and functions as a central medium for communication. It encompasses the articulation of thoughts, emotions, and information through the systematic arrangement of language symbols. According to Mulyadi and Hermansyah (2020), writing stands as one of the core language competencies that significantly contributes to the learning process.

Beyond serving as a means of self-expression, writing also plays a vital role in nurturing learners' cognitive abilities. As noted by Hidayad (2023), effective writing extends beyond mere word construction; it necessitates the coherent and logical organization of ideas to convey meaning with clarity. Within educational settings, writing further cultivates students' capacity for critical and creative thinking, reinforcing its importance as both a communicative and intellectual skill. Among various types of texts, narrative writing holds particular importance in enhancing students' language proficiency. Narrative texts aim to tell a story, typically following a clear structure consisting of orientation, complication, and resolution. These texts use specific language features such as past tense, action verbs, descriptive language, and dialogue to make the story engaging and vivid (Anderson, 2021; Febriyanti, 2023; Rojabi, 2021). According to Keen (2020), studying narrative texts helps students develop critical thinking by analyzing the plot, characters, and themes. Furthermore,

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Putri (2021) highlights that narrative texts contribute to students' emotional intelligence, empathy, and understanding of diverse perspectives. Through storytelling, learners can connect personal experiences with written content, which supports identity formation and social awareness.

In recent years, the incorporation of Artificial Intelligence (AI) into educational contexts has significantly reshaped both instructional strategies and learning experiences. AI, defined as the capability of machines to emulate human cognitive functions such as reasoning, learning, and decision-making, has introduced transformative possibilities in the realm of education. As highlighted by Bakti (2023), AI enables more personalized and adaptive learning pathways by analyzing individual student performance, delivering immediate feedback, and customizing content to align with learners' specific needs. Azamatova et al. (2023) and Goralski and Tan (2020) further contend that AI not only enhances learner engagement but also serves as a crucial link between conventional teaching methodologies and the evolving landscape of digital innovation.

One significant application of AI in education is in writing instruction. AI-based writing tools, such as QuillBot, provide automated feedback on grammar, punctuation, sentence structure, and word choice. These tools help students revise their work independently, fostering greater confidence and competence in writing. Jatmika and Mentari (2023) assert that

the use of AI in writing instruction encourages clarity, organization, and creativity. Moreover, Pingping and Zhijian (2020) point out that AI tools offer personalized feedback that supports continuous improvement and helps students become more effective communicators.

QuillBot, in particular, has emerged as a popular AI-powered writing assistant among students. It offers features such as paraphrasing, grammar correction, synonym suggestions, and tone adjustment. These functions help students enhance the quality of their writing by refining sentence structure and vocabulary. QuillBot also addresses common writing problems that learners face, especially those related to grammar and coherence. By using this tool, students receive immediate suggestions and corrections, which allows them to improve their writing in real time. Therefore, the integration of QuillBot in writing instruction can support students in developing stronger narrative writing skills and overall writing proficiency.

QuillBot, as an AI-powered writing tool, has increasingly gained attention in the context of English language learning, particularly in enhancing students' writing skills. The application of QuillBot in writing instruction typically begins with an introduction and demonstration of its core features, including paraphrasing, grammar correction, and vocabulary enhancement. Teachers play an important role in guiding students to use the tool effectively by demonstrating how to apply it to real writing tasks. In classroom settings, students

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are often encouraged to revise sample texts using QuillBot and compare their original drafts with the tool's suggestions. This practice not only aids in improving linguistic accuracy but also cultivates students' awareness of writing mechanics.

Numerous studies have highlighted the benefits of using QuillBot in educational contexts. For instance, Bareq et al. (2023) emphasized that QuillBot can significantly improve writing quality by providing real-time feedback, enabling students to learn from their mistakes and refine their grammar and vocabulary. Namous and Bouigha (2023) also noted that AI tools like QuillBot help teachers save time by handling basic correction tasks, allowing them to focus on more complex elements of writing instruction. Furthermore, Mohd et al. (2023) and Antoro et al. (2023) found that the interactive nature of such tools increases students' engagement and motivation during writing activities. Accessibility is another key advantage—according to Abdul and Nasrullah (2024), QuillBot's free version ensures that students from diverse socioeconomic backgrounds can benefit from its features.

Despite these advantages, some drawbacks of using QuillBot in teaching writing have also been identified. One concern is the potential for students to become overly reliant on the tool, which may hinder the development of their independent writing skills (Miranti, 2019). Amy and Nurul (2024) caution that dependence on AI tools could negatively affect students' ability to

write creatively and autonomously. Additionally, Bareq et al. (2023) observed that excessive use of automated suggestions might limit students' originality and personal expression. Technical limitations, such as the need for stable internet access and the tool's difficulty in handling complex texts, were also highlighted by Hasnah (2024). Moreover, Marin and Castaneda (2022) emphasized the importance of adequate training and guidance, as some students may face a learning curve when using new digital tools effectively.

Several previous studies have explored the impact of QuillBot on students' writing performance. Amyatun and Adnan (2023), for instance, investigated the role of QuillBot in writing hortatory exposition texts using Classroom Action Research. Although their research shares similarities in the use of QuillBot and the focus on high school students, their study differs in text type and methodology. Namous and Bouigha (2024) conducted a broader study that included ChatGPT and Grammarly, analyzing the perceptions of university students and teachers toward these tools. In contrast, this study focuses solely on QuillBot and targets high school students. Similarly, Rahayu et al. (2024) examined students' perceptions of using QuillBot in university settings, employing qualitative methods to assess its effectiveness, whereas the current research uses a quantitative approach. Another study by Nurmayanti and Suryadi (2023) analyzed the effectiveness of QuillBot among university students through a quantitative

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survey, emphasizing academic writing, while this study specifically investigates narrative writing skills in a high school context.

Taken together, these studies highlight QuillBot's efficacy in fostering improved writing skills. Nonetheless, to fully realize its pedagogical value and mitigate potential drawbacks, its integration must be approached with strategic planning, comprehensive user training, and ongoing reflective practice.

3. METHODS

This research adopted a quantitative methodology utilizing a one-group pretest-posttest design to assess the influence of QuillBot on students' narrative writing development (Neuman, 2019; Fraenkel et al., 2014). The chosen design facilitated the evaluation of students' writing performance by comparing outcomes before and after the intervention, without the inclusion of a control group. This methodological approach was deemed suitable due to the constrained sample size and the study's specific aim of determining the instructional impact of a single variable QuillBot—as a technological aid in the learning process.

The research was conducted at SMA Daarul Aitam Palembang during the second semester of the 2024/2025 academic year, specifically between February and March 2025. The population in this study consisted of all eleventh-grade students enrolled in the academic year. Due to the manageable number of students, the sample was selected using a total sampling technique, resulting in 30 students from class XI being included as participants. Total sampling ensured that the entire population within the specific class setting was represented, providing a

comprehensive view of the effectiveness of the intervention in a real classroom context.

To collect the data, a writing test was used as the main research instrument. The test required students to compose a short narrative text with the title "The Best Day Ever," consisting of a minimum of 75 words. The test was administered twice: once during the pretest stage and again during the posttest stage. In the pretest phase, students were asked to write their narrative texts independently, without the aid of any digital or AI-based tools. This allowed the researcher to assess their baseline narrative writing skills.

Following the pretest, students were introduced to QuillBot, a widely-used online paraphrasing tool that also offers grammar and vocabulary suggestions. The introduction stage included a tutorial session where students were trained on how to use QuillBot effectively. The tutorial covered features such as paraphrasing, synonym suggestions, sentence restructuring, and grammar correction. After the students demonstrated an adequate understanding of how to use the tool, they were asked to revise their previous writing or compose a new version of the same narrative using QuillBot during the posttest. This phase aimed to measure how much their writing improved when supported by AI assistance.

To assess the students' narrative texts, an analytical scoring rubric was used, adapted from Brown and Smith (2022). The rubric evaluated four main aspects of writing: content, organization, vocabulary, and language use. Each aspect was scored on a five-point scale, ranging from very poor (1) to excellent (5). This rubric enabled a detailed analysis of specific areas of writing that may have improved due to the use of QuillBot.

To ensure the validity of the test instrument,

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the writing task was designed based on the 2013 Curriculum (Kurikulum 2013/K13) and aligned with the learning objectives of narrative text writing for the eleventh grade. The language level, task instructions, and scoring criteria were all adjusted to suit the cognitive and linguistic abilities of senior high school students. Reliability in scoring was ensured through inter-rater reliability. Both the researcher and an experienced English teacher evaluated the students' writing independently to minimize subjectivity and increase scoring consistency.

After data collection, the students' pretest and posttest scores were analyzed using the *Paired Sample T-test* in SPSS version 25. This statistical test was chosen to determine whether there was a statistically significant difference between the students' writing performance before and after using QuillBot. A significance value (p-value) of less than 0.05 was used as the threshold to confirm that any observed improvement was not due to chance. The results of this analysis formed the basis for concluding whether or not QuillBot played a significant role in improving students' narrative writing skills.

4. RESULT AND DISCUSSION

This study investigated the impact of integrating QuillBot, an AI-powered writing tool, on the enhancement of narrative writing skills among eleventh-grade students at SMA Daarul Aitam Palembang. The research specifically sought to evaluate how QuillBot supported learners in producing coherent, grammatically accurate, and structurally sound narrative texts. Assessment was carried out using an analytic scoring rubric based on five key dimensions—content, organization, vocabulary, language use, and mechanics—adapted

from Brown and Smith (2022). To ensure scoring objectivity and reliability, each student's work was independently evaluated by the English teacher and the researcher, with final scores derived from the average of both ratings.

The pre-test phase revealed generally weak performance, with scores ranging from 25 to 95 and an average of 58.33. The analysis highlighted prevalent challenges in grammar and vocabulary, manifested in disjointed sentence structures, limited lexical variety, and poor narrative organization. These findings were consistent with students' difficulties in meeting the writing standards set by the 2013 Curriculum (K13), underscoring a clear need for instructional support.

Following this, students were introduced to QuillBot's core features—paraphrasing, grammar correction, and vocabulary enhancement—and received guidance on how to revise and refine their writing using the tool. In the post-test, where students rewrote their initial compositions using QuillBot-assisted revision strategies, a substantial improvement was observed. Post-test scores ranged from 60 to 95, with the average rising significantly to 80.00, indicating a 21.67-point gain. Marked progress was particularly noted in lexical diversity, syntactic fluency, and grammatical precision, supporting the tool's efficacy in enhancing narrative writing components such as clarity, cohesion, and word choice.

The shift in performance distribution was also notable: while approximately 63% of students had scored below 60 in the pre-test, a significant 73% surpassed the 75-point threshold in the post-test. This dramatic improvement highlights how AI-assisted

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writing tools like QuillBot can play a pivotal role in promoting student-centered learning, self-revision, and language awareness—principles aligned with AI's transformative potential in education as outlined by Rahayu et al. (2024) and Dash (2022).

To ensure the validity of the findings, normality was tested using the Kolmogorov–Smirnov test, and the results confirmed that both pre- and post-test scores were normally distributed. Consequently, a Paired Sample T-test was applied, yielding statistically significant results ($t = -5.925, p < 0.05$), thereby confirming the positive effect of QuillBot on students' writing performance. Additionally, inter-rater reliability reached a high coefficient of 0.87, reinforcing the integrity of the scoring process and ruling out evaluator bias.

The outcomes of this research align with emerging literature emphasizing the value of AI-enhanced instruction in language education. For instance, Azamatova et al. (2023) demonstrated that digital tools integrated into project-based and language learning environments can significantly increase student motivation and achievement. Similarly, Hapsari & Wu (2022) advocate for AI-mediated learning models in reducing learner anxiety and fostering engagement in language production tasks.

Moreover, this study supports the assertion by Goralski and Tan (2020) that AI technologies can serve as sustainable educational tools when applied strategically within pedagogical frameworks. As students used QuillBot to independently identify, correct, and refine their writing, they engaged in deeper metacognitive processes and critical thinking—skills essential for long-term language development and academic success.

In conclusion, this research provides

compelling evidence that incorporating AI-based tools such as QuillBot into writing instruction can effectively bridge existing gaps in students' narrative writing proficiency. By facilitating real-time feedback, personalized revisions, and increased learner autonomy, QuillBot empowered students to become more reflective and skillful writers. These findings contribute to the growing body of evidence that supports the integration of intelligent writing technologies into EFL classrooms, particularly in contexts where learners require scaffolded support in meeting curricular standards (cf. Ajani et al., 2024; Larsari et al., 2024).

5. CONCLUSION

This study concludes that the use of QuillBot as a supportive tool in narrative writing instruction significantly enhances students' writing performance. The improvement is evident across various aspects of writing, particularly in vocabulary usage, grammatical accuracy, and coherence of narrative structure. QuillBot's features, such as paraphrasing, grammar checking, and vocabulary enhancement, provided students with accessible, independent tools to refine their work. These results support previous findings emphasizing the potential of AI-powered tools to foster learner autonomy and motivation in foreign language learning environments. The writing improvements observed suggest that QuillBot can be considered an effective pedagogical aid in English as a Foreign Language classrooms, especially for enhancing narrative writing skills.

Future researchers are encouraged to explore the effectiveness of QuillBot in other writing genres, such as expository, descriptive, or argumentative texts, to assess its broader applicability. Investigations into how the frequency and duration of QuillBot use

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influence writing development may also yield deeper insights into its instructional value. A comparative study between QuillBot and other AI-based writing tools, including Grammarly or ChatGPT, could provide a more comprehensive view of digital support in writing education.

It is also recommended that future research incorporate a qualitative approach, such as interviews or reflective journals, to capture students' perceptions and experiences when using AI tools in the classroom. Examining the use of QuillBot across different educational levels, from junior high school to university, would further validate its effectiveness in varied learning contexts. Lastly, considering the growing emphasis on self-directed learning and technology integration under Indonesia's Merdeka Curriculum, studies that investigate how QuillBot aligns with and supports these curriculum goals would be both timely and relevant.

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