

EXPLORING VOCATIONAL HIGH SCHOOL STUDENTS' PERSPECTIVES ON QUILLBOT AS A TOOL FOR WRITING DESCRIPTIVE TEXT

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Abstract

The purpose of this study is to explore students' perspectives on using QuillBot in writing descriptive texts. This research uses a descriptive qualitative approach with a case study design. The participants of this study are 56 tenth-grade students from the Office Management and Office Governance (MPLB) program at SMK Muhammadiyah Lebaksiu, with 50 filling out the questionnaire, and 5 selected for interviews and document analysis. Data are collected through questionnaires, semi-structured interviews, and student writing documents. The findings show that students find QuillBot useful, easy to use, and supportive in improving grammar, vocabulary, and clarity of writing. Despite these benefits, some challenges, such as dependence on internet connection and limited access to premium features, are reported. It is recommended that teachers guide students in using QuillBot effectively and encourage balanced use to avoid over-dependence. Future research can involve experimental methods to further measure the effectiveness of QuillBot in improving students' writing performance.

Keywords: *Students' Perspectives, Quillbot, Descriptive Text, AI tool.*

1 INTRODUCTION

Writing is one of the key English skills that students need to learn. It helps them express ideas, share information, and communicate clearly in both formal and informal situations. Writing is not only a form of self-expression but also important for academic and career success. According to Laila & Daulay (2024), writing is mainly about expressing ideas, not just showing grammar, spelling, or speaking skills. However, producing high-quality writing may be difficult (Latifah et al. 2024). Many high school students still have difficulty writing good texts. A study by Hafizah et al. (2024) found that the most common mistakes in students' descriptive writing were mechanical, followed by grammar and vocabulary. These issues often happen because students rush, have limited vocabulary, and have weak grammar. Writing clearly and with good structure is a challenge. Meiristiani & Agistina (2022) emphasize that writing is challenging because it requires careful attention to accurately express ideas through proper language use. Similarly, Prihatini et al. (2019) state that writing is combining vocabulary, grammar, and cohesive structure while paying attention to punctuation, spelling, and coherence to effectively express meaning. To help with this, using technology in learning can be a useful solution. Technology can make English teaching easier (Zulfa et al. 2023). Various technological tools have been created to solve this problem, helping writers improve their writing skills and enhance the overall quality of their work. One of the technologies that makes it easier for students to write English texts is QuillBot. QuillBot, an advanced artificial intelligence (AI)-powered writing assistant, helps users create organized, accurate, and systematic content (Rahmani, 2023). Latifah et al. (2024) state that the recent advances in machine learning and natural language processing techniques have enabled the development of AI writing assistants such as QuillBot. In recent years, the use of artificial intelligence (AI) technology in education has been growing rapidly, especially in language learning.

Based on the researchers' observation using AI applications such as QuillBot to write descriptive text in SMK Muhammadiyah Lebaksiu, the tool was very helpful in facilitating the writing process, especially in selecting vocabulary, improving grammar, and constructing sentences. This personal experience is in line with the current trend of viewing AI as an effective support tool in helping students develop their writing skills. QuillBot is an AI tool that uses advanced algorithms to analyze text, give suggestions, paraphrase, and create alternative sentences to improve writing fluency, clarity, and coherence. It also offers features like summarizing, rephrasing, and helping with the review process. QuillBot can enhance writing quality by rearranging sentences, preventing plagiarism, and summarizing long texts. This research aims to assess QuillBot as a popular rewriting and paraphrasing tool used by English learners, available in both free and paid versions (Fitria, 2021).

Fitria (2021) argues that QuillBot offers seven writing modes to improve text while keeping its meaning. For example, standard mode focuses on natural and clear writing, fluency mode improves grammar, creativity, and creative+ modes offer more changes for better understanding, and formal mode adjusts the text for academic or professional use. This study was conducted considering that technology in education, especially for improving English writing skills, is growing rapidly. With these advancements, more innovative tools are being used in classrooms to help solve writing challenges. This topic is important because it looks at how AI tools like QuillBot can support students in learning to write better in English by making the process easier, more fun, and suited to their needs.

Today, technology plays a key role in learning, and many students use QuillBot to build sentences, select the right vocabulary, and reduce grammar mistakes. A study by Laila & Daulay (2024a) found that QuillBot helped students write better, especially in terms of grammar, vocabulary, and overall quality. Everyone who participated said that QuillBot made writing in English easier, helped them write more, and reduced errors. They also said that QuillBot helped them write better. Overall, students responded favorably to QuillBot. These findings suggest that educators can use AI tools like QuillBot to help students learn to write. Although previous studies have shown that QuillBot can improve writing skills in terms of grammar, vocabulary, sentence structure, and overall quality, most of them focus on university students or general contexts. Laila & Daulay (2024b) found that QuillBot improved students' grammar, vocabulary, and overall writing quality, leading to more frequent writing and fewer errors. Latifah et al. (2024) showed that QuillBot saves time, enhances academic writing, and reduces plagiarism risks, though overreliance may hinder independent skills. Nurmayanti & Suryadi (2023) state that QuillBot supports scientific writing by helping students paraphrase effectively and avoid plagiarism. Hasnah (2024) confirmed significant improvement in EFL students' academic writing performance after using QuillBot, particularly in idea development, sentence structure, and grammar. Fitria (2025) highlighted QuillBot's role in identifying and correcting grammar errors, improving accuracy and clarity in students' essays. However, there is still limited research on how vocational high school students perceive the use of QuillBot in writing descriptive texts. This study fills that gap by exploring the perspectives of students at SMK Muhammadiyah Lebaksiu, specifically looking at their experiences and opinions on using QuillBot in the context of descriptive writing.

At SMK Muhammadiyah Lebaksiu, QuillBot was used during English lessons to help tenth-grade students write descriptive texts. Students wrote their first draft and then used QuillBot to improve their grammar, sentence structure, and vocabulary. Before using QuillBot, many students made basic mistakes like using the wrong verbs or repeating the same words. Their ideas were not connected, and the paragraphs were not well organized. After using QuillBot, their writing became more structured and easier to understand. They used better words, improved grammar, and developed their ideas more clearly. For example, simple sentences like "I like to eat fried rice" changed into more correct and expressive ones like "She is kind and patient." The writing scores also improved, with some increasing from 69 to 93.7. However, some students' texts still had small mistakes, such as missing capital letters or punctuation. Also, some texts felt less personal because of too much editing. This shows that QuillBot can help improve writing, but students still need to review and keep their writing style.

This study is supported by the Technology Acceptance Model (TAM) introduced by Davis & Granić, (2024) which explains that users' acceptance of a technology is determined by two main factors: perceived usefulness (PU) and perceived ease of use (PEU). PU refers to the extent to which a person believes that using a particular technology will enhance their performance, while PEU refers to the degree to which a person believes that using the technology will be free of effort. In this study, PU relates to how much students feel QuillBot helps them improve their writing skills, and PEU relates to how easy they find QuillBot to operate in their writing activities. The relevance of TAM in educational technology adoption has been demonstrated in previous studies. Yuen & Ma (2008) found that students' positive perceptions of technology can significantly enhance their engagement and learning outcomes. Similarly, Ghavifekr & Rosdy (2015) found that students view technology as a crucial element of 21st-century learning due to its capacity to make learning more interactive, personalized, and accessible. Referring to Vita Losi et al. (2024) various artificial intelligence tools and technologies have been shown to help students write academically in English more quickly and accurately, which aligns closely with the functions of QuillBot. This study also refers to the extended TAM model proposed by Venkatesh et al. (2003) which includes behavioral intention, the user's intention to continue using the technology in the future, as a significant predictor of actual technology usage. Behavioral intention is influenced by both PU and PEU. In this research, behavioral intention reflects students' willingness to keep using QuillBot in future writing tasks.

The purpose of this study is to explore how students' perspectives of QuillBot as helpful, user-friendly, and likely to use it again, using TAM and its upgraded framework. These goals align perfectly with the goals of the research: (1) to learn what students think about using QuillBot to generate descriptive texts, and (2) to learn about the advantages that students experience when using QuillBot at this time.

2 METHODOLOGY

This research used a qualitative approach with a descriptive case study design to explore students' perceptions of using QuillBot in writing descriptive texts. This method was chosen to gain a deeper understanding of students' experiences through interviews and questionnaires. A qualitative approach helps researchers study human behavior and thoughts in real-life settings. The case study focused on 56 tenth-grade students from the Office Management and Office Governance program at SMK Muhammadiyah Lebaksu who regularly use QuillBot during English lessons. Out of these, 50 students completed the questionnaire, and 5 were selected for interviews based on their different levels of writing ability. The data collection instruments included both closed and open-ended questionnaires, as well as semi-structured interviews to gather diverse opinions on the usefulness, ease of use, and benefits of QuillBot in improving writing skills. The researchers acted as planners, data collectors, analysts, interpreters, and reporters to ensure the research was done systematically and ethically.

The data were analyzed using descriptive qualitative methods. Questionnaire responses were grouped and described to show patterns in students' views, while interview data were analyzed using Braun & Clarke (2013) six-phase thematic analysis. This process helped identify common themes related to students' experiences with QuillBot. The findings were presented descriptively and direct student quotes to give a full picture of their perceptions. Overall, this research aims to provide valuable insights for both teachers and students in making better use of AI tools like QuillBot to support academic writing.

3 RESULTS

3.1 Results of Questionnaires

The questionnaire aimed to explore students' perspectives on the use of QuillBot in writing descriptive texts. A total of 50 students from SMK Muhammadiyah Lebaksu participated in the survey. The questionnaire consisted of closed-ended Likert-scale statements and open-ended questions. The findings are categorized into three aspects: Perceived Usefulness, Perceived Ease of Use, and Behavioral Intention.

Perceived Usefulness

Students were asked whether they found QuillBot helpful in improving their writing quality, grammar, and vocabulary. The results are presented in Table 1.

Table 1. Students' Responses on the Perceived Usefulness of QuillBot

| Statements | Strongly disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|----------|-------|----------------|
| Quillbot improves my ability to write clearly and effectively | 0% | 0% | 0% | 100% |
| Quillbot helps me to improve my grammar and sentence structure | 0% | 0% | 0% | 100% |

In addition to the Likert responses, students were asked the open-ended question: "How did QuillBot affect your writing learning process?"

The responses indicated generally positive experiences, highlighting improvements in sentence clarity, grammar, vocabulary, and writing confidence. Sample statements from the students include:

"It helped me write clearer sentences." (S-19)

"Quillbot helped me improve my grammar and vocabulary." (S-37)

"I became more confident in writing after using Quillbot." (S-11)

All students (100%) agreed that QuillBot helped them write more clearly and effectively. Many of them mentioned that their writing became more fluent and structured after using the tool. The open-

ended responses provided more specific details, where students described how QuillBot helped them with idea development, better grammar choices, and smoother sentence construction. Several students also shared that they felt more confident when writing in English after using the tool regularly. These findings reflect how QuillBot plays not only a corrective role but also a developmental one in improving students' academic writing. This result supports the findings of Laila & Daulay (2024) stating that QuillBot helps students improve their writing performance, especially in vocabulary, grammar accuracy, and sentence structure. Similarly, Latifah et al. (2024) explained that EFL learners benefited from the tool because of its ability to provide real-time suggestions and alternatives. These suggestions not only correct mistakes but also offer students insights on how to write better, making QuillBot function as both a tool and a tutor. As students engage with its features repeatedly, they begin to internalize new vocabulary and sentence patterns, which contribute to their long-term language development.

Perceived Ease of Use

This aspect focused on whether students found QuillBot accessible and easy to operate.

Table 2. Students' Responses on the Perceived Ease of Use of QuillBot

| Statements | Strongly disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|----------|-------|----------------|
| Quillbot makes writing descriptive text easier for me | 0% | 0% | 0% | 100% |
| I could access and use the features of Quillbot easily | 0% | 0% | 4% | 96% |

Open-ended responses related to obstacles or challenges were gathered through the question:

"Are there any challenges or obstacles when using QuillBot?"

The responses showed several common challenges, including dependence on a stable internet connection, limitations due to locked premium features, and cases where paraphrased sentences changed the original meaning. Sample of students' statement included:

"It requires internet access; it's hard if the internet is slow." (S-2)

"The premium version is locked, and I can't afford it." (S-20)

"Sometimes, the paraphrased sentence changes the meaning." (S-36)

A total of 96% students agreed that QuillBot was easy to access and operate. They appreciated its simple design, fast response, and clear outputs. However, the open-ended responses revealed that this ease of use also came with some limitations. Several students highlighted that the tool depends heavily on a stable internet connection. Others said that some results from QuillBot changed the meaning of their original sentences, or that they could not access some useful features unless they paid for the premium version. This is consistent with Fitria (2025) who noted that while QuillBot streamlines the writing process, it does not eliminate the need for user awareness and critical thinking. Students still need to revise the output to ensure it fits the intended context and message.

Behavioral Intention

This section explored students' intention to continue using QuillBot and whether they would recommend it to others.

Table 3. Students' Responses on the Behavioral Intention of QuillBot

| Statements | Strongly disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|----------|-------|----------------|
| I rely too much on Quillbot when writing | 0% | 0% | 18% | 82% |
| I would recommend Quillbot to others who want to improve their writing | 0% | 0% | 0% | 100% |

In response to the open-ended question:

"Do you plan to continue using QuillBot when writing descriptive text in the future? Why or why not?"

This question aimed to explore students' intentions to use QuillBot in the future and the reasons behind their choices. Most responses indicated a willingness to continue using the tool, citing its usefulness in organizing ideas and improving grammar and vocabulary, while also recognizing the importance of writing independently. Samples of student statements include:

"Yes, I use it because it helps organize my ideas, but I also try to write by myself so I don't depend on it." (S-40)

"Yes, I recommend it because it helps with grammar and vocabulary." (S-12)

Nearly all students expressed their willingness to continue using QuillBot in the future. Most of them even stated that they would recommend it to friends who also struggle with writing. They appreciated how QuillBot saved time, helped with word choice, and made the writing process less stressful. However, some students also admitted that they had become too dependent on the tool and wished to reduce that over time. This awareness indicates a healthy perspective on technology use (Nurmayanti & Suryadi, 2023). Their research emphasized that AI-based tools like QuillBot should be positioned as learning companions, not total solutions. Students must remain actively involved in the writing process and use such tools to support, not replace, their language learning and creative thinking.

3.2 Results of the Interviews

Semi-structured interviews were conducted with five selected students representing various writing proficiency levels. The interview findings are summarized into three major themes: Perceived Usefulness, Perceived Ease of Use, and Behavioral Intention.

Perceived Usefulness

In the interview, participants were asked:

"Can you tell me your experience when you first used Quillbot to write descriptive text?"

All five participants expressed that QuillBot had a meaningful impact on improving their vocabulary, sentence construction, and the overall quality of their descriptive writing. One student explained how QuillBot introduced them to more varied and expressive word choices, helping their writing become more engaging. Sample responses include:

"My sentences were transformed into clearer and more interesting ones." (LZ)

"Quillbot can change my sentences to be more organized and professional." (FF)

"Quillbot is like my super cool English teacher, who helped me improve my vocabulary and sentence structure. I feel my writing is clearer and more interesting." (TA)

Another student said that QuillBot worked like a "cool English teacher," showing not only correct grammar but also creative ways to describe something. These statements illustrate that QuillBot is not just viewed as a grammar checker but also as a learning aid that fosters growth in writing ability.

The next question is how Quillbot affects your writing skills, especially when it comes to writing descriptive texts. Sample responses of the students include:

"My writing skills are getting better, especially in terms of language style and diction." (SA)

"I am now more confident because I have an overview to create more interesting sentences." (FF)

Students reported that they became more aware of diction, how to build stronger descriptive sentences, and how to express their ideas with more confidence. Some even said they had started to develop new writing habits after using QuillBot regularly, such as checking their writing more carefully and paying more attention to sentence flow and coherence. This supports the study by Latifah et al. (2024) concluding that QuillBot helps learners not only fix errors but also understand how to write more effectively through reflective learning. In this sense, QuillBot serves as both a productivity tool and a pedagogical resource, encouraging students to learn from their mistakes and internalize improved writing practices. Thus, in terms of perceived usefulness, QuillBot has successfully met students' expectations and has shown clear benefits in the development of their academic writing, especially in descriptive text.

Perceived Ease of Use

In a perceived ease of use question, in what way does Quillbot help or not help to write descriptive text, and was it easy or difficult to use?

All interviewees shared a similar impression: QuillBot is user-friendly, quick, and accessible. Most of them stated that they could understand how to use it on the first try because of its simple interface. The basic workflow, copying and pasting a sentence, and immediately getting a revised version, made students feel confident in using the tool independently. Some also appreciated the ability to adjust tone or writing style, which added flexibility when working on different tasks. However, students also acknowledged certain limitations. Several noted that the internet connection plays a big role in the tool's effectiveness; when the connection is weak, the website may load slowly or fail to process the text. Sample responses of students include:

"It's easy, the app is user-friendly." (TA)

"I found Quillbot quite easy to use because of its simple interface, but I need a stable internet to be able to use it smoothly." (KN)

Another common issue mentioned was confusion in selecting the most appropriate paraphrased result. Since QuillBot often offers several sentence options, students had to use their judgment to choose the best one that fits their original idea. A few also mentioned that some paraphrased outputs were too stiff, unnatural, or even altered the meaning, requiring them to revise again. These challenges align with Fitria (2025) who pointed out that although QuillBot simplifies the technical process of writing, it still demands critical thinking from users. Students must remain involved in evaluating, interpreting, and editing the AI-generated suggestions. Therefore, while the tool is technically easy to operate, its educational impact depends on how wisely it is used. These findings show that ease of use must be accompanied by writing awareness, reinforcing the idea that AI tools like QuillBot should support, not substitute, student decision-making in writing.

Behavioral Intention

In a behavioral intention question, students were asked would recommend Quillbot to others and how important Quillbot is for their writing process.

All five participants reported that they plan to continue using QuillBot in the future, especially for academic writing tasks such as descriptive texts or writing assignments in English. The reasons for this intention varied. Some students said that QuillBot helped them work more efficiently, especially when they were in a rush or had writer's block. Others highlighted that it saved time by helping them generate better sentence alternatives and improving their ideas when they were stuck. In addition to its functional benefits, students expressed that QuillBot gave them a sense of security in their writing, knowing that they could double-check their grammar and structure before submitting an assignment. Sample responses of students include:

"I would recommend it, especially for friends who find it difficult to develop ideas or improve writing." (FF)

"I would recommend it. Because it is very helpful in writing. Especially in correcting grammar and improving writing." (LZ)

"I also want to keep learning to write manually, so I don't get too dependent on tools like this." (SA)

Almost all students also said that they would recommend QuillBot to their classmates because of how helpful it had been for them. However, many students were also honest in admitting their growing dependency on the tool. Some were aware that relying too much on QuillBot might weaken their writing abilities in the long term. As a result, they expressed a desire to balance their use, continuing to use QuillBot for support while still trying to develop their independent writing skills. This supports the findings Hasnah (2024) of those who emphasized that tools like QuillBot should not replace the role of the learner but act as a companion in the learning process. Students must remain active participants, taking responsibility for their language development while utilizing AI as a helpful but controlled resource.

Overall, the interview findings enrich and strengthen the results obtained from the questionnaire. Students not only confirmed that QuillBot was beneficial, easy, and efficient, but they also reflected deeply on how it shaped their learning habits and writing behavior. The interviews revealed that students view QuillBot not merely as a tool for fixing grammar but as a partner that supports the writing process, encourages learning, and builds writing confidence. While its advantages were widely praised, students also showed critical awareness of its limits, acknowledging that it sometimes produces awkward suggestions, requires a good internet connection, and cannot fully replace their effort in learning to write well. This balance between appreciation and caution shows a mature and realistic perspective, one that aligns with the notion of digital literacy in education as discussed by Nurmayanti & Suryadi (2023). They argue that technology should empower learners, but not make them passive. QuillBot, as used by these students, appears to foster exactly that kind of responsible use. It enhances learning when combined with reflection, awareness, and personal effort. In the context of writing descriptive texts, QuillBot has proven to be a valuable tool that not only improves output quality but also strengthens the writing process itself.

4 CONCLUSIONS

Based on the findings, two main conclusions can be drawn. Overall, students had positive perspectives on using QuillBot to assist them in writing descriptive texts. The questionnaire results indicated that most students found QuillBot helpful, easy to use, and worth recommending to others, as it improved their writing clarity, grammar accuracy, and vocabulary use. Interview data supported this view, showing that students considered QuillBot not only a writing assistant but also a learning companion that increased their confidence and motivation, although some acknowledged the importance of not becoming overly dependent on it. The study also identified several benefits of using QuillBot for descriptive writing, including improved sentence structure, better grammar control, richer vocabulary, and clearer paragraph organization. Nonetheless, it was noted that QuillBot is not flawless; students still needed to revise the output to maintain their writing style and to correct minor mechanical errors, such as capitalization and punctuation. In conclusion, QuillBot can be regarded as a valuable tool that enhances students' descriptive writing when used wisely and critically.

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