

**THE USE OF QUILLBOT IN ACADEMIC WRITING: A SYSTEMATIC
LITERATURE REVIEW**

OUTCOME BASED EDUCATION (OBE)

**SITI LATIFAH
REG.NUMBER 1710117220035**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY
BANJARMASIN**

2024

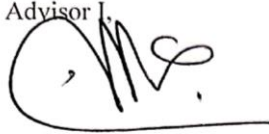
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This is to certify that the journal article equivalent to the *Sarjana's* Thesis of Siti Latifah, Reg. Number 1710117220035 entitled **“The Use of QuillBot in Academic Writing: A Systematic Literature Review”** has been approved by the advisors for oral examination with the Outcome-based Education (OBE) Scheme.

Banjarmasin, 29 February 2024

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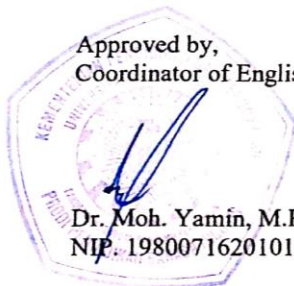
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Dear Authors,

We are honored with your interest in our journal. We are delighted to inform you that your paper:

Title : **THE USE OF QUILLBOT IN ACADEMIC WRITING: A SYSTEMATIC LITERATURE REVIEW**

1st Author : Siti Latifah
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has been reviewed and **ACCEPTED** to be published in our journal on March, Vol: 7, No: 1, Year: 2024. Please contact us if you have any further question (s) at journey@budiutomomalang.ac.id. Thank you for your participation.

Best Regards,



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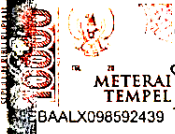
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Banjarmasin, 04 Maret 2024

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ABSTRACT

Latifah, Siti. 2024. *The Use of QuillBot in Academic Writing: A Systematic Literature Review*. English Language Education Study Program, Faculty of Teachers' Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Prof. Dr. H. Abdul Muth'im, M.Pd., the second advisor: Nasrullah, M.Pd. B.I.

Keywords: QuillBot, academic writing, writing assistant, writing quality, writing efficiency.

In recent years, QuillBot, an AI-powered writing assistance tool, has gained significant attention within the academic writing sphere due to its innovative features to enhance productivity and improve the quality of written content. This study, employing the systematic literature review method, aims to explore the use of QuillBot in academic writing. A total of seventeen studies published between 2018 and 2024 were included in this analysis. These articles were gathered from reliable databases such as Google Scholar, Semantic Scholar, ResearchGate, Emerald Insight Journals, Springer, ScienceDirect, and Taylor & Francis. The findings discovered that students hold a generally positive view of QuillBot, perceiving it as a valuable and user-friendly tool that enhances various aspects of their academic writing. It is valued for its time-saving features, paraphrasing capabilities, grammar checker, and vocabulary expansion. These features contribute to enhanced writing quality, efficiency, and minimize plagiarism concerns. However, the review highlights the potential risks of overreliance on QuillBot, which could hinder the development of independent writing and critical thinking skills. Therefore, further research is needed to examine QuillBot's long-term impacts on student writing development and its optimal integration within writing instruction.

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