**CHAPTER II LITERATUREREVIEW**

* 1. **TheoreticalReview**

This chapter will go over the theoretical review, which includes theQuillBot application and Students' Grammar Mastery, that may be used tosupport this study.

* + 1. **Definitionof GrammarMastery**

Grammar is a language system. People sometimes describe grammar as the "rules" of language (Fitria, 2018). According to Encyclopedia Britannica Corporation (2024),grammar is the body of rules that governs a language's sounds, words, sentences, and other components. Thus, what they are combined and understood. The study of these abstract characteristics or a book outlining these rules isalso referred to as grammar. In a limited sense, the phrase solely relates tostudy of word and sentence structure (syntax and morphology), leaving out pronunciation and vocabulary.

Grammar helps students to develop their communication skills. Studentsusegrammarto expresstheirideas andopinionstooneanotherand to produce messages. For students to communicate in a foreign language effectively, they require a lot of sentences in which they can express their assumption about something, in addition to guidance and information regardinggrammar.Grammarmasteryiscompetencetouseformalruleson

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conducting words , to create sentence , and concise phrases (Styaningrum, 2019).

Generally, grammar will be taught by a teacher to students. Teaching grammar is to show how language works. Accurate teaching of grammar guides learners how to use the language correctly (Alem, 2021). Encouraging children to use language to convey more complicated concepts is the key to properly teaching grammar. When it is taught correctly, grammar may have a big impact on children' reading development. Encouraging children to use language to convey more complicated concepts is the key to properly teaching grammar. While it is taught correctly, grammarmayhavea big impacton children' readingdevelopment.Not only depends on teaching grammar but the effective learning requires teachers to be creative in their presentation of content. This keeps students from getting restless and increases their enthusiasm in media use (Harahap et al., 2022).

Learning grammaris often obtained via teachers, but itmay also be obtained from media such as journals, social media, books, and so on, whereas individuals can utilize alternate methods, such as software, like the QuillBot application (Siregar, 2022).

When teaching grammar, keep in mind these seven important principles:

1. Expand yourunderstanding about the subject

In orderto effectively teach grammar,onemust possess both explicit and implicitknowledge,aswellastheconfidencetouseandexplain

grammatical terminology correctly. Do not limit your learning to the period you will be teaching. The ability to connect newly learned material to other elements and the text overall is crucial.

1. Makeconversation atopfocus in yourclassroom

Youngsters must have access to a variety of voices, including StandardEnglish.

1. Recallwhygrammarinstructionisimportant

Grammarismorethanjustlabelingspeechcomponentsandteaching English grammar rules. It must be deeply ingrained in classroom writing, reading, and discussion.

1. Teachcontext-based grammar

You may aid infants in internalizing these concepts by exposing them to language in context and grammatical aspects. Try not to use a worksheet from a book as a ready-made answer. It will have no effect on how youngsters use language, and learners who are not yet able to think abstractly will find it nonsensical.

1. Readaloudand talkaboutthegrammarusedbywriters

Youngsters who are read to and who read a lot will have a "toolbox" of rhythms, patterns, and structures at their disposal.

1. Adoptamethodical approach

Ensure that you are aware of what the students in your class have previously learnt as well as what they still need to learn. Connect the new information to what they already know.

1. Makegrammarinstruction enjoyable

In order to raise children's awareness of and interest in language,teaching grammar might incorporate research, problem-solving, and language play.

* + 1. **Types of Grammar**

According to Solanki (2024) as cited by News18 Corporation, lists the following as the different categories of grammar:

* + - 1. DescriptiveGrammar:This deals with the language'sstructure.The main users of this type of grammar are speakers and writers. In a nutshell, it is a set of accepted standards for language use derived from real usage. Correct and incorrect are nonexistent indescriptive grammar.
      2. Prescriptive Grammar: Prescriptive grammar relates to the language's structure, much like descriptive grammar does. However, it varies in that it is usage-dependent. This type of grammaralsodistinguishesbetweencorrectandincorrectlanguage. As the result, these guidelines basically constitute a set of accepted grammatical standards.
      3. Comparative Grammar: The research and comparison of language structures characterize this branch of linguistics. Comparative grammar is also known as comparative philology.
      4. Generative Grammar: One of the most crucial facets of linguistic theory is generative grammar. It is generally accepted to be a set of

rulesoutliningthestructureofalanguagespokenbyanativespeaker. It includes the study of semantics and morphology.

* + 1. **TheImportanceof Grammar**

Acoording to Ramos (2023) as cited by Promova Corporation defines that the importance of grammar for five reasonings, they are:

* + - 1. Increased Clarity: The purpose of grammar rules is to promote efficient and understandable communication. The audiences' comprehension may suffer if you utilize run-on phrases or mix similar terminology. It is digital age currently, where messaging apps, social media, and email are common ways for people to communicate, it isessential. Errors can result in confusing messages that need more explanations and waste time.
      2. Accessibility: Proper grammar improves readability, which increases everyone's capacity to communicate. It canincrease comprehension for people who depend on assistive technologies or have learning difficulties. We may also makesure that a larger audience can understand our message by aiming for an average readability level.
      3. Expert Appearance: It is a subtle yet effective way to make good first impression in academic and professional settings. Proper languagedemonstratesattentiontodetail,whichisvalueablehighly inthiskindofsituations.Culturaldialectshavetheirplaceand

beauty, but when it comes to professional correspondence, following the norms can make all the difference.

* + - 1. Enhancing Impact and Persuasion: Grammar is a tacticalinstrument for persuasion, not merely about word choice and punctuation. You may engage your audience, make an emotional impression, and highlight important ideas with the assistance of syntax and sentence structure. It helps you to make your words memorable and captivating, which increases the impact of your message.
      2. Learning new languages is easier: Understanding grammar can be helpful while learning a new language. Learning grammatical structures makes learning a new language effortless, less daunting, and more approachable.
    1. **Tenses**

According to Encyclopedia Corporation (2018) Tenses is a natural language, and the grammatical category of tense to indicate the temporal position of the event has mentioned by the phrase in which the grammatical tense appears. Tenses means the form of a verb that shows time. Tense is a kind of verbs that shows the time and condition of an action or event at present, past, or future time (Pauzan, 2021:145).

* + 1. **Typesof Tenses**

AccordingtoPauzan(2021:145)definesthatthevarietiesoftenses

are:

1. **SimplePresentTense**

Thesimple present tense is the one that is used to describe basic current occurrences,jobsoractionsthatareperformedonaregularbasis,everyday routines, or events or actions that have no connection to time.

|  |  |  |  |
| --- | --- | --- | --- |
| **1. Verbs:** |  | | |
| **Formula :** | **I,You,They,We She,He,It** | **+**  **+** | **Verb1(Infinitive)**  **Verb1(Infinitive)/-es or-s** |

**ForInstances :**

**Table2.1 Examples of Sentences**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Positive Sentences** | **Negative Sentences** | **Interrogative Sentences** |
| **1.** | Clouds bring rain. | Idonotgotothe market every day. | Does Farrel work on Saturday? |
| **2.** | Thedog barks athim. | Ryan does not love an ice cream. | Do they arrive at home? |
| **3.** | Hevisitshis  grandfather and grandmother once a month. | Theydonotcollect their assignments. | Does William pay back his money? |
| **4.** | Ican buythat coat. | Luccydoesnottakea nap. | Do Rose and heraunt go to the playground? |

**Rulesforthird person:**

* 1. After taking of basic verbs, for third person rules if the end of word that consists of “-s,-sh,ch,-x,-o,or -z” they could be added by “-es”. For instance:
     1. Theduck accrossesthe river.
     2. Fred washeshishandbeforehave lunch.
     3. ShewatchHarryPotter movie.
  2. Besidesofabove, entireofverbswillbeaddedby “-s”.Forinstance:
     1. Shewalks onthe playground.
     2. Alanwantsanicecreamforhis friends.
     3. JacklovesHagiaSophia’sview.
  3. If the end of verb consists of “-y”, it will be changed by “-i” then itis added by“-es”. For instance:
     1. Zaynappliesthe softwarefor working.
     2. Sheneverrepliesourmessages.
     3. Mymothertries tocookanew recipe.
  4. Ifthere is a vocal word before the end of verb that consists of “-y” and it will be just added by “-s”. For instance:
     1. Helays on thefloor.
     2. Fredoccassionallysaysthesnowballishis.
     3. Emmabuys abasketballtickets.

**2. Nominal**

Nominalisuseddescribingnouns,adjectives,adverbsand etcetera.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Formula | : I | + | am | + Complement |
|  | : You,They,We | + | are | + Complement |
|  | : He,She,It | + | is | + Complement |

**For Instances:**

**Table2.2 Examples of Sentences**

|  |  |  |
| --- | --- | --- |
| **Positive Sentences** | **Negative Sentences** | **Interrogative Sentences** |
| Iam a Doctor. | Iam not aDoctor. | AreyouaDoctor? |
| Theskirts areours. | Theskirts areours. | Aretheskirts ours? |
| Sheis madat him. | Sheis notmad at him. | Isshemadathim? |

|  |  |  |
| --- | --- | --- |
| Youare there. | Youarenot there. | Areyouthere? |

1. **SimplePastTense**

Thesimplepasttenseisakindoftimethatisusedforexplaining previous acts or events, with the knowledge of the exact moment the action or event took place..

* 1. **Verb:**

**Formula : Subject+Verb2(Past)**

**ForInstances :**

**Table2.3 Examples ofSentences**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Positive Sentences** | **Negative Sentences** | **Interrogative Sentences** |
| **1.** | Theycamehere yesterday. | I did not visit to Richard’s house last night because he wasnot sick. | DidyougotoIstanbul yesterday? |
| **2.** | I saw a good mountain’s view last night.s | Tomdidnotcometomy house this morning. | Was Toro here this morning? |
| **3.** | The students cleaned the classroom a few minutes ago. | Hedidnotignoremy call this morning. | Did Romeo walk to the castle yesterday? |
| **4.** | We met him this morning. | Mysisterdidnotarrive in Canberra last night. | Did he complete his task yesterday? |

* 1. **Nominal**

Nominalisuseddescribingnouns,adjectives,adverbsand etcetera.

|  |  |  |  |
| --- | --- | --- | --- |
| **Formula** | **: You,They,We** | **+** | **Were Complement** |
|  | **: I,She,He,It** | **+** | **Was Complement** |

**ForIsntances:**

**Table2.4 Examples of Sentences**

|  |  |  |
| --- | --- | --- |
| **Positive Sentences** | **Negative Sentences** | **Interrogative Sentences** |
| They were students last year. | Theywerenotstudents last year | Weretheystudentslast year? |
| Iwasajuniorhigh  school three years ago. | I was not a junior high school three years ago. | WasIajuniorhigh school three years ago? |
| Hewasill yesterday. | Hewas notill yesterday | Washenotill yesterday? |
| We were here last night. | Wewerenotherelast night. | Wereweherelast night? |

* + 1. **DefinitionofQuillBot**

With millions of users, QuillBot is a cutting-edge NLP (Natural LanguageProcessing) committed founded by Rohan Gupta, who also serves as co-founder and CEO. He graduated from the University of Illinois at Urbana-Champaign with a B.S. in finance and an M.S. in computer science. He has a strong love for philosophy, technology, and world-changing initiatives. QuillBot is defined as a contemporary online writing and paraphrasing tool run by AI, according to Singh (2023) as cited by Cointelegraph Corporation. It helps users write more efficiently, generate new phrases, and improve the quality and clarity of their text using cutting- edge Natural Language Processing (NLP) algorithms.

QuillBot's ability to accurately paraphrase language is one of its primary features. Users may input a word, a paragraph, or a whole text into QuillBot, and it will produce many interpretations while preserving the original'smeaning.Writers,students,andprofessionalswhowanttoavoid

plagiarism, simplify complex language, or come up with fresh ideas for communicating their thoughts will find QuillBot to be of great assistance.

QuillBot makes the advantage of background data. To ensure that the paraphrased sentence is cohesive and has its intended meaning, standard synonym replacement is included. It is a useful tool for enhancing writing fluency and clarity since it takes context, sentence structure, and grammar into account. The QuillBot application is superior due to a number offactors, including:

* + - 1. Itthoroughlycombsyourwritingforsimpleandcomplexerrorsbut suggests only necessary changes.
      2. It considers your meaning, not just the words and punctuation you use.
      3. Itis user friendlyand letsyourunthe show.
      4. Ittellsyouwhyeachchangeisneededsoyoucanlearn.
      5. Itis availableboth onlineandas anextensionfor Chromeor Word.
      6. It offers all these advantages without demanding that you sign upor pay.

In addition to paraphrasing, QuillBot has many writing modes and features, including summary, grammar checker, and word suggestions. These resources provide users with helpful feedback and ideas to enhance their writing, and to increase the writing process as a whole.

* + 1. **QuillBotAIFeatures**

According to Hamid (2024) as cited by Ellegant Themes Corporation, QuillBot AI provides a number of tools that make organizing content simpleand efficient. Here arethesefeatures of QuillBot application:

1. **TheParaphraserQuillBotAI**

The Paraphraser QuillBot AI has a paraphrasing capability. It allows writers to rewrite material without changing the coreidea. It's an excellent resource for students and budding authors because it doesn't require account registration. There are options for "More Changes" or "Fewer Changes," with premium subscribers having access to the greatest number of changes. Techniques for Rewording QuillBot AI assists users with material refinement and paraphrasing. It makes use of seven distinct modes, each intended to do a certain task, to enhance the readability and quality of written text. Depending on your desired level of professionalism, creativity, concision, or clarity, QuillBot AIoffers a setting that will suit your needs. It has a variety of modes, such as:

* 1. ModeofStandard

The first setting that is used is the standard mode. It finds a middle ground between retaining the original meaning of the text and modifying it to make it more understandable and flowing. The result is a polished piece of writing that yet reads smoothly and flows organically. If you press the rephrase button in standard mode, QuillBotrapidlygeneratedaparaphrasedresult.Itisvitalto

remember that the quantity of paraphrasing you perform depends on how many synonyms you enter in the Synonyms bar, which is situatedtotherightoftheModesbarabovethecontent. Asyoulevel up, you give QuillBot more latitude to change the original content's language.

* 1. Modeof Fluency

When the text is in fluency mode, QuillBot AI ensures that it is both grammatically accurate and comprehensible. It mostly corrects grammarandmakesthe materialseemnatural,withveryfewcontent modifications. Very few synonyms that retain the same meaning are adopted in place of the original terms.

* 1. Modeof Formal

Official mode is the ideal choice for persons who work in academic or professional environments. It is ideal for professional documents, academic papers, and corporate reports since it modifies the wording to seem more polished and official.

* 1. ModeofAcademic

Academic mode to paraphrase the same information. It lacks the synonyms bar, in contrast to the other modes. Rather, it seemed to add more details and academic-sounding language to the subject.

* 1. ModeofBasic

Simple Mode improves the content's readability and accessibility for a larger user base by making it simpler. This is an excellent choice when clarity and clear communication are important.

* 1. ModeofIngenious

Creativemodeisthebest optionifyouwanttoletyourcreativityrun wild and create entirely original material. This Mode drastically alters the text, maybe distorting its original meaning. It is a helpful tool for content creators who want to give their articles a fresh viewpoint.

* 1. Modeof Extend

Extend mode is perfect if you want to make your text longer. Projectsrequiringalargerwordcountcanbenefitfromitsinceit adds words and information without distorting the original idea.

* 1. ModeofReduce

Minimize mode comes in helpful when you need to reduce word count without compromising the meaning ofyour article. It does this by removing unnecessary words and phrases from your content, giving you a shortened version.

1. **TheCheckerfor Grammar**

Quillbot AI offers a simple to use, free grammar checker that does not require registration. Typing text into QuillBot's editor identifies and highlights errors in grammar, punctuation, and spelling. One useful functionthatallowsyoutoswiftlysolveseveralissuesatonceissolve

all errors. This grammar checker helps writers write more accurately and consistently. It expedites the editing process by quickly pointing up potential errors in red. This real-time highlighting and fast correction tool saves authors time and boosts productivity.

1. **Summarizer**

QuillBot AI is a great resource for professionals, researchers, and studentsbecauseitoffersaSummarizertoolthathelpsreducelongtexts or articles into brief summaries. To adjust the level of detail, users can select between Short and Long summary choices. For immediately understanding the main points or fast glancing through several articles, the Short Summarization provides a concise synopsis. On the other hand, the Long overview offers a more thorough synopsis that is appropriate for a more in-depth examination or comprehension of the material. Natural language processing is used by QuillBot AI's Summarizer to extract important details while maintaining the original context. Key Sentences and Paragraph modes are the two sorts of summarization it provides.

1. **CitationGenerator**

The Citation Generator from QuillBot is a useful tool that makes citingsourcesinacademicandprofessionalwritingeasier.Citationscan be complicated at times. Users can select from a variety of citation stylesandformats,whichguaranteesadherencetoparticularrulesand

academiccriteria. This function significantly lessens the possible hassle that comes with proper source attribution.

1. **ThePlagiarismChecker**

A plagiarism checker is a paid feature offered by QuillBot AI. It gets rid of the requirement for outside resources to confirm the originalityofcontent.Whenpremiumcustomerspastetheircontentinto the checker, they will get results in a matter of minutes that show whether or not the text is original. This tool can scan up to 20 pages every month for premium subscribers, which makes it appropriate for a variety of material genres, including research papers. Its plagiarism detector is unique in that it can detect plagiarism in research papers for up to 20 pages (orroughly 5000 words)permonth. Assuch, it serves as a useful tool for essayists and scholars, guaranteeing the authenticity of their writing. The methods used to detect plagiarism include similar terms, slight modifications, paraphrased words, and omitted words.

1. **TheTranslator**

With the help of QuillBot AI's Translation function, users may translate text into over 30 languages, overcoming language barriers to facilitate research and writing. It has built-in writing tools, fast and accuratetranslations,and ad-freetranslationofup to5,000characters at once. The best feature is that it is free, which increases writers' and researchers' accessibility and convenience.

* + 1. **AdvantagesandDisadvantagesofQuillBot**

According to Singh (2023) as cited by Cointelegraph Corporation, describes that:

**Table2.5 Advantages and Disadvantages**

|  |  |  |
| --- | --- | --- |
| **No** | **Advantages** | **Disadvantages** |
| **1.** | Paraphrasing assistance: QuillBotgeneratesalternative content and paraphrases it to help users avoid plagiarism and increase their writing options. | Limitations on accuracy: QuillBot produces correct paraphrases, but they might not fully express the meaning that is intended, necessitating human editing and review. |
| **2.** | Language enhancement: It offers word-suggesting and grammar-checkingfeaturesto improvethereadability,  consistency, and overall standard of written content. | Contextual challenges: QuillBot produces fewer accurate paraphrases since it has trouble grasping subtle details. |
| **3.** | Time-saving tool: QuillBot quickly generates summaries, citations, and paraphrases, which helps users save valuable time during the writing process. | Limiteddomainexperience:Because of its wide linguistic patterns, QuillBot's paraphrasing and phrase generation may lack industry- specific understanding. |
| **4.** | User-friendly platform: QuillBot provides an easy-to- useplatformthatisaccessible to users of all skill levels, usinganintuitiveuser  interface. | Limiteddomainexpertise:QuillBot's operation depends on a steady internet connection, which could prove problematic in places with spotty or nonexistent internet access. |

* + 1. **TheDissimilaritiesofQuillBotFreeandPremium Mode**

AccordingtoFeber(2023)ascitedbyJasaPaypalCorporation, describes that:

**Table2.6QuillBotFree andPremium Mode**

|  |  |  |
| --- | --- | --- |
| **No.** | **Free** | **Premium** |
| **1.** | 125Words in Paraphraser. | UnlimitedWordsin Paraphraser. |
| **2.** | StandardandFluency Modes. | Standard, Fluency, Formal, Simple, Creative,ExpandandShortenModes. |
| **3.** | LimitedUseofSynonym Slider. | FullUseofSynonym Slider. |
| **4.** | 1FreezeWordorPhrase. | UnlimitedFreezeWords andPhrases. |
| **5.** | 2500Wordsin Summarizer. | 6000Words in Summarizer. |
| **6.** | - | FasterProcessing Speed. |
| **7.** | - | PlagiarismChecker. |
| **8.** | - | CompareModes. |
| **9.** | - | RecommendedRewrites. |
| **10.** | - | Tone Insights. |
| **11.** | - | ParaphraserHistory. |

* 1. **TeachingQuillBotfor Students**

**Table2.7TeachingProcedurewiththeQuillBot Application**

|  |  |
| --- | --- |
| **TeachingActivities** | |
| **Control Group** | **ExperimentalGroup** |
| **Pre-test:**   1. The teacher greets students and checks the attendance list. 2. The teacher prepares the material that will be taught to students and then asks them about the material. 3. The teacher will give them the Indonesian sentence, whichwillbetranslatedinto English. | **Pre-test:**   1. The teacher greets students and checks the attendance list. 2. The teacher prepares the material thatwillbetaughttostudentsand then asks them about thematerial. 3. The teacher will give them the sentence,whichwillbetranslated into English. |

|  |  |
| --- | --- |
| **Treatment:**   1. The teacher will askstudents to translate a manual using a dictionary. 2. The teacher will be waiting for them while they are translating the sentence. 3. Students will give the answer sheet to teacher. 4. The teacher will not demonstrate using the QuillBot application to students. | **Treatment:**   1. The teacher demonstrates using the QuillBot application to the students. 2. Students focus on the teacher’s explanation. 3. The teacher will guide the students how to operate QuillBot application. 4. The teacher will teach them, how to put Indonesian to English. 5. Theteacherwill giveinformation how to check grammar errors using QuillBot application to students. |
| **Post-test**:   1. The teacher will give them the same sentence, and they are going to do the same thing such as before. 2. The teacher will give a moment to the part of them will read the answer sheet. 3. The teacher will collect students’ work. | **Post-test:**   1. The teacher will give them the same text and they are going to translate the sentence using QuillBot application. 2. The teacher will give a momentto the part of them will read the answer sheet. 3. Afterthat,studentscancheckthe grammar error by themselves. |

* 1. **Conceptual Framework**

According to researcher QuillBot application has a good impact for taking control students’ ability to translate and making a good sentences in learning English. When learning English, students really feel bored because they do not understand the meaning and construction of complicated sentences. Teacher still uses basic learning media such as textbooks and student worksheets in teaching,so that is why students feel bored when learning.

By using teaching techniques like that, students quickly feel bored and lazy incompletingassignments.Andusingtechniqueslikethiscanmaketheclassless

conducive because students will get out of their seats and chat a lot with other students. So, in this case they feel bored while studying.

Furthermore, researcher believes that the QuillBot application will have a good impact on students. This QuillBot application can really help students in completing their assignments. Because this application provides many features such as translation, grammar checking, paraphrasing, summarizing and so on. With this application, students can grow their quality in using technology in learning.

* 1. **Relevant Research**

The researcher has a wealth of prior research examples at their disposal for this study. Additionally, they serve as references for research that is carried out with comparable media and continue to highlight the distinctions between thestudy that the investigator will undertake and that which has already been done. Three earlier studies are included below:

1. "Perceptions of Students Regarding the Utilization of QuillBot to Enhance Grammar" According to the study's findings, Almost all learners agree that thequillbotprogramcanbereliedupontocheckgrammarasit"ensuresthat checking grammar is free from grammatical errors (Grégory Baron,Courtois Lorenzo, and Dubois Benoît, 2023)." As the result, students who struggle to check their grammar might find it simpler using the Quillbot program, which is also incredibly simple to use and accessible. Studentsmay have a ton of assignments, but they do not always worry about doing them well.When a teacher or student is unable to verify writing or grammar

correctly, this tool might be a lifesaver since it produces results that appear natural. Furthermore, this program is incredibly user-friendly and does not take a long time to wait for the results of the grammatical check of students.

1. “Employing The QuillBot Application In Order To Sharpen Paraphrasing Skills In Writing Academic Essays For English Majored Students At The School Of Foreign Languages Thai Nguyen University (Bui Van Hieu, Hoang Mai Huy, and Cu Thi Thanh Hang, 2022).” Based on the result ofthis research,it is normally quite beneficial to use QuillBot in the educational process in order to improve paraphrase abilities. It is evident from the articles that learners' paraphrasing abilities have considerably improved in terms of parallel construction, word order, and sentence structure. The teacher carefully and properly assesses each article's results. In addition, the instructor designs games and group activities to pique students' attention. From there, it is clear that QuillBot may be a useful tool for students looking to get better at English.
2. “The Effectiveness Of Using QuillBot In Improving Writing For StudentsOf English Education Study Program (Novita Nurmayanti and Suryadi, 2023). ” Based on the result of this research, it is crucial that students utilize QuillBot to learn English. In addition to being simple to used and comprehended, QuillBot also makes it easier for students to produce scientific papers, especially for those who still struggle with English. Students can utilize these tools to boost their confidence when faced with challenginghomework.Studentscanutilizethesetoolstoparaphrase

material, produce a better ordered scientific work, and prevent plagiarism rather than starting from scratch or copying and pasting from other people's work. This rise was caused by students' participation in every facet of the learning process. Students will find it simpler to attempt paraphrase in English as a result. Consequently, it can be concluded that investing time and energy in QuillBot to enhance English scientific writing is highly recommended.

1. “ The Correlation Between Students’ Grammar Mastery And WritingAbility (Anita Purba and Fitri Indriyani, 2021). ” Students' ability to write recount texts is correlated with their comprehend of grammar and language elements. The investigation provided a Tcount of 3,125 and a t-table of 2,048 at a significance level of 5% (0,05) with 28 degrees of freedom. This indicates that Tcount is higher than Ttable. The null hypothesis is rejected, whereas the alternative hypothesis is accepted. There is a significant correlation between students' ability to write recount texts and their comprehension of grammar and language elements.
2. “ QuillBot as an online tool: Students’ alternative in paraphrasing and rewriting of English writing ( Tira Nur Fitria, 2021).” Based on the result of this research, QuillBot is a paraphrasing and summarizing tool that students may use to rewrite any subject matter using a cutting-edge artificial intelligencetechnology. This program might be a solution forpupils whodo not know how to paraphrase English text manually. However, a thorough commandofvocabularyandacomprehensionofEnglishgrammarcan

undoubtedlyassiststudentsorotherusers(s)inusingonlineormanual paraphrasing to get better or optimal results.

* 1. **Hypothesis**

Basedontheproblemoftheresearcherhasstatedabove,theresearcher submits the hypothesis of this research as follows:

1. TheAlternative Hypothesis/Ha

The QuillBot application significantly affects students' grammar mastery achievement.

1. TheNull Hypothesis/Ho

The QuillBotapplicationdoesnotsignificantlyaffectstudents'grammar mastery achievement.