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**Examining the Impact of Implementing QuillBot  
and Google Classroom on Writing Motivation in  
Algerian Secondary School EFL Classrooms: The  
Case of 2nd Year Students at Benna Said  
Secondary School, Ain El-Hadjel, M'sila.**

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## DEDICATIONS

I humbly dedicate this work to:

-My parents, for their unconditional love and support.

-My beloved sister, Sara, for always being there for me.

-My nephews, Karam and Yahia.

-My friends: Sarra, Nousseyba, Manel, Rima, Rania, Fatima Zahra and Amina, for their friendship and encouragement.

-My favourite cousins: Zineb, Wafaa, Rima, Wissal and Hadil, for their love and support which have meant so much to me.

“Some people arrive and make such a beautiful impact on your life; you can barely remember what life was without them”. Therefore, I sincerely dedicate this work to Messaouda Hadji, my dearest friend and partner. You are the most important person in both this journey and in my personal life. Your support has made it easier and truly worth it.

**Charifa**

To the most precious people to my heart: the purest soul, my mother and my source of strength, my father. Thank you for your never-ending love, encouragement, and prayers that made me able to get such success, I love you.

To the one who convinced me to start this journey, the one who became my best friend and my greatest supporter, **Charifa**. Without you, this journey wouldn't have been easy. I'm honored to have had the opportunity to work with the kindest sister ever. Thank you for your patience, love, and unwavering presence.

To all my beloved ones.

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## ABSTRACT

The current study investigates the impact of implementing Google Classroom and QuillBot on EFL students' writing motivation, specifically in a secondary school context. Conducted with second-year students at Benna Said Secondary School, the aim of this research is to prove that these digital tools enhance learners' drive towards writing in English. This research has a qualitative-quantitative nature that focuses on a quasi-experimental design, using a single group for both pre- and post-treatment phases. The data were collected through questionnaires based on Self-Determination Theory and writing tests' scores. The findings revealed that the mean score of the motivation questionnaire increased from  $M=3.56$  to  $M=3.9$ , while writing test scores improved from  $M=7.13$  to  $M=12.49$ . This suggests that integrating such educational tools has a positive impact on learners' attitudes during writing instruction, enhancing their engagement and interest. As a result, this research emphasizes the importance and effectiveness of integrating such technological tools to support students' writing motivation.

*Key words:* Google Classroom, QuillBot, writing motivation, Self-Determination Theory, EFL students

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**LIST OF ABBREVIATIONS**

**EFL:** English as Foreign Language.

**AI:** Artificial Intelligence.

**SDT:** Self Determination Theory.

**ENSB :** Ecole Normale Supérieure de Bouzareah.

**AWE:** Automated Writing Evaluation.

**SPSS:** Statistical Package for the Social Sciences.

**SIG:** Significance.

**EG:** Experimental Group.

**H0:** Null Hypothesis.

**STD:** Standard Deviation.

**N:** Number.

**ANOVA:** Analysis Of Variance.

**M:** Mean

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## GENERAL INTRODUCTION

Over the past few decades, technology has witnessed fast-paced development and has permeated nearly all aspects of life; education is a case in point. In modern-day educational environments, the advancement of digital tools and platforms is increasingly aiding educators to explore innovative ways to enhance students' writing skills and foster their motivation in the classroom. Similarly, in the Algerian EFL context, where learners often encounter difficulties related to low motivation and limited opportunities to practice, embracing technology offers a valuable opportunity for improving instructional strategies.

Among the accessible technological tools, QuillBot, an AI-powered paraphrasing tool, and Google Classroom, a collaborative learning platform, have demonstrated considerable effectiveness in supporting students' writing development. Hence, the current study investigates how using these tools might affect the writing motivation of second-year EFL students at Benna Said Secondary School in Ain El-Hadjel, M'Sila. By directing attention to writing motivation, this research endeavors to offer insights into how technology can make one of the oldest challenges in language learning, writing, more interesting and motivating for EFL students.

### 1. 1. Statement of the Problem

Writing is a fundamental part of the EFL curriculum. However, it is perceived as one of the most arduous and tedious tasks for many secondary school students in Algeria. Despite its importance in academic achievement and language mastery, it usually receives little attention and enthusiasm. In the context of Algerian secondary schools, particularly among second-year students, traditional writing instruction is typically rigid, exam-oriented, and primarily teacher-centered, with little opportunity for creativity and feedback. Therefore, many

learners show a low level of motivation in their writing tasks, which negatively affects their progress as English language users.

The issue is further compounded by the limited use of educational tools that improve writing motivation. Educational technology has created opportunities for promoting classroom engagement, but many Algerian classrooms remain underused in terms of their integration. Consequently, popular educational technologies such as QuillBot, an AI-powered paraphrasing and writing assistance tool, and Google Classroom, a collaborative online learning platform, offer features that can turn the writing experience into an interactive and supportive process.

Despite the effectiveness of QuillBot and Google Classroom in improving students' writing motivation in educational contexts, there is a noticeable lack of research investigating their impact within Algerian secondary school settings. Besides, while previous studies have examined the effects of QuillBot and Google Classroom on EFL writing skills, little research has investigated their combined impact on writing motivation in Algerian secondary schools. In this vein, the present quasi-experimental study on 2nd-year EFL students at Benna Said Secondary School in Ain El-Hadjel, M'Sila aims at addressing these gaps in literature and provide practical insights that could inform technology integration strategies in Algerian EFL contexts.

## **1. 2. Research Questions**

The present study aims to answer the following questions:

- 1- Is there any significant difference in students' writing motivation before and after using QuillBot and Google Classroom?
- 2- What are students' attitudes towards using QuillBot and Google Classroom to enhance their writing experience?

### **1. 3. Research Hypotheses**

Students' motivation for writing is essential for learning and mastering a language. EFL Teachers' reliance on educational technology tools such as QuillBot and Google Classroom can boost learners' interests and activate their engagement in the writing process. By creating a place for engagement, providing positive and productive feedback, and improving grammar and language proficiency, educators can enhance students' writing experience. Therefore, this research hypothesizes that:

- There may be a significant difference in students' writing motivation before and after using QuillBot and Google Classroom.
- Students may have a positive attitude towards using Google Classroom and QuillBot.

### **1. 4. Significance of the Study**

The significance of this study is rooted in its focus on how digital tools like QuillBot and Google Classroom might enhance writing motivation among Algerian EFL secondary school students. The current research investigates whether technology can make the writing process more engaging and accessible. By taking a closer look at the effects of these tools on students' writing motivation, the study could provide teachers with groundbreaking ideas for making their lessons enjoyable and student-centered, hence improving their participation and class performance. On a larger scale, the findings of the current research could inform policymakers about the advantages of integrating technology-based strategies into the national EFL curriculum, making language learning more relevant and motivating for today's learners.

### **1. 5. Research Design and Method**

This research employs a quasi-experimental design involving a single experimental group of students, without the inclusion of a control group. The study design enables the measurement of changes resulting from intervening with the same set of participants. The

research combines a mixed-method approach, integrating qualitative and quantitative data. Quantitative data is collected through instruments such as motivation questionnaires and paragraphs' scores. Qualitative data is drawn from open-ended questionnaire responses.

### **1. 6.Data Gathering Methods**

This research data is gathered through a sequence of three phases: pre-test, implementation, and post-test. In the first phase, second-year students of Benna Said Secondary School complete a motivation scale questionnaire and a writing assignment about revealing a contingency plan if they pass or fail their baccalaureate exam. This phase involves analyzing students' responses and writing samples to understand if their writing motivation could be improved using QuillBot and Google Classroom. Throughout the implementation phase, students make use of QuillBot to rephrase their sentences, check their grammar mistakes, and enhance writing clarity. Writing tasks are submitted through Google Classroom, where students are provided with feedback from either their teacher or their peers and engage in constructive discussions with one another. In the post-test phase, students finish a final writing assignment about safety measures that citizens should take during floods and engage in another motivation scale questionnaire.

### **1. 7.Population and Sampling**

The study population of this research consists of second-year EFL students at Benna Said Secondary School. An intended sample of 29 students are chosen to participate in the research. The sample is chosen conveniently based on the students' internet accessibility. The participant group engage in writing tasks through QuillBot implementation for grammar improvement and paraphrasing, and Google Classroom for assignment submission, collaborative peer learning, interaction, receiving, and exchanging feedback.

## **1. 8. Structure of the Dissertation**

The present study is organized into two chapters, in addition to the general introduction and conclusion. Chapter one represents the theoretical part and is divided into three main headings: the first part focuses on QuillBot and Google Classroom, the second one addresses learners' writing motivation, and the third part introduces previous studies. Chapter Two is devoted to the methodological part, including the research design and methods, data collection tools, population, sampling, and data collection procedures. This chapter also involves the interpretation of the collected data and a discussion of the results and findings.

**CHAPTER ONE:**

**AI INTEGRATION IN EFL WRITING: THE ROLE OF QUILLBOT**

**AND GOOGLE CLASSROOM**

## **Introduction**

This first chapter of the literature review is concerned with reviewing the major theoretical aspects related to QuillBot, Google Classroom, and writing motivation. Being focused on these three variables, this chapter begins by introducing QuillBot, its access, main features, role in writing motivation, and advantages and disadvantages. Then, it discusses Google Classroom, where similar aspects are explored, including its definition, functionalities, impact on writing motivation, and limitations. Following the discussion of Google Classroom, the chapter proceeds to examine writing motivation, Self-Determination Theory, and the role of motivation in EFL classrooms and in writing. The final part is devoted to the review of related studies upon which this study is inspired.

### **2. 1. Historical Background of QuillBot**

To facilitate the writing process, three computer science students Rohit Gupta, Anil Jason, and David Silin founded QuillBot in 2017. The tool aimed to aid people who need help with writing or need to work more efficiently. According to Rohan Gupta, "QuillBot exists to assist individuals who are either not confident in their writing abilities or who need to save time while working" (as cited in Sangwan, 2021).

Since its launch, the tool has gained significant attention and praise from users. Since then, the team has been adding new features and increasing the product's quality, as it was first launched as a paraphrasing tool. The first feature added to the website was summarization, which allows users to shorten long texts. After that, the grammar checker was introduced to help students correct their mistakes. Recently, the website provides a citation generator, plagiarism checker, co-writer, translate, AI checker, and AI humanizer (Zerhouni & Cheriguene, 2023).

Nowadays, the platform plays a notable role in enhancing users' writing productivity by offering features that make it a comprehensive writing tool.

## **2. 2. Definition of QuillBot**

QuillBot is a proficient paraphrasing and summarizing tool that helps countless learners and professionals improve their writing by enhancing their sentences, paragraphs, or articles applying a leading-edge AI technology (Fitria, 2022). Since this AI aid revamps content to enhance its quality, it can be regarded as cost-efficient. Hamid (2025) views that QuillBot is a top AI writing tool that assists individuals increase the quality of their work. At its essence, it is among the greatest AI reworking devices that modify and reword content in an expert-like way. QuillBot is an internet tool that helps writers avoid plagiarism, summarize lengthy sentences, and enhance grammar to make sentences more accurate and professional (Williams & Davis, 2017, as cited in Fitria, 2021). In this regard, QuillBot is a valuable tool that supports both teachers and students to improve the quality of their work.

## **2. 3. Access and Functions of QuillBot**

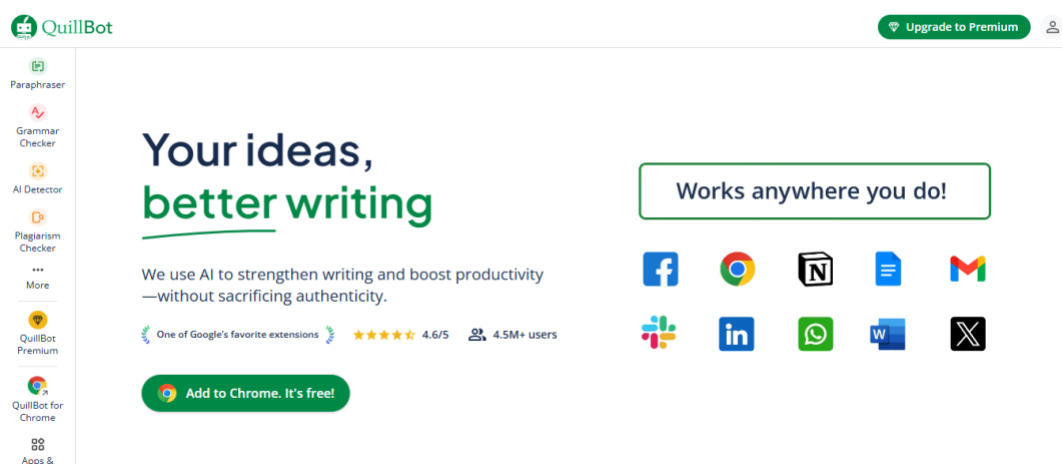
A free version of QuillBot, with limitations, can be accessed either by visiting the official website <https://QuillBot.com/>, without the need for installation and registration, or via browser extensions and integrations with platforms such as Google Docs and Microsoft Word. Users have the option to use the free version or upgrade to a premium subscription for advanced features. Upon arriving to the site, the left sidebar will reveal the available tools.

To obtain the user experience for each tool, just click on it. Every tool has a straightforward interface with multiple features that help in refining content, enabling the text to be copied and pasted into the browser's input boxes. For example, QuillBot's grammar checker may discover errors and broken sentences and fix them with a single click. Similarly, the other tools share a comparable straightforward operation and design. Arora (2023,

"Understanding QuillBot" section, para.3) highlights QuillBot's functions: "QuillBot goes beyond basic synonym replacement and makes use of contextual knowledge. It is a useful tool for increasing writing fluency and clarity because it considers grammar, sentence structure and context".

## Figure 1

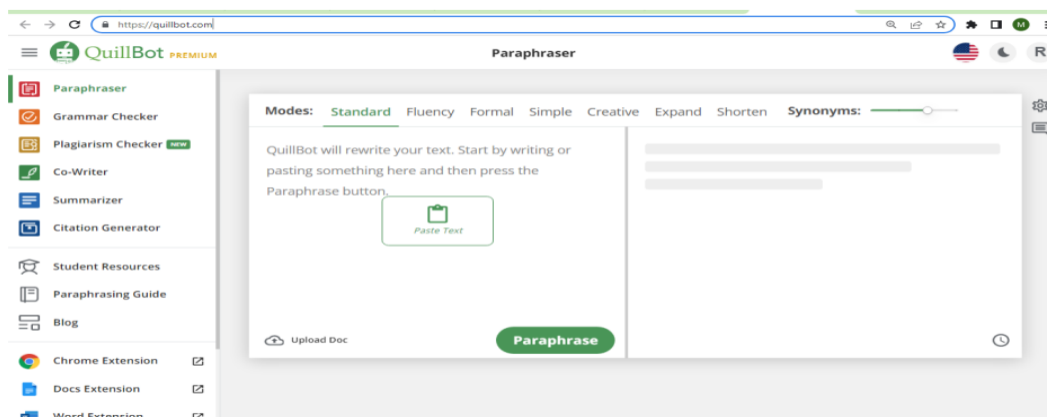
### *View of QuillBot Free Version*



*Note.* Screenshot taken from the QuillBot website (QuillBot, 2025).

## Figure 2

### *View of QuillBot Premium Version*



*Note.* Reprinted from "Avoiding Plagiarism of Students' Scientific Writing by Using the QuillBot Paraphraser", by T. N. Fitria, 2022, *Elsya: Journal of English Language Studies*, 4(3), p.256.

## 2. 4.Features of QuillBot

### 2.4.1. Paraphrasing

According to Yadav (2021, as cited in Fitria, 2021), QuillBot's paraphraser adjusts sentences and enables users to easily rewrite their content. "The tool's goal is to rewrite material by altering the structure of sentences and replacing words with synonyms while maintaining the original content's meaning" (Fitria, 2021, p.186). QuillBot has been trained on a variety of text sources. Therefore, it can produce accurate and precise paraphrases that are both grammatically correct and context-relevant.

The free version of QuillBot provides a choice between two modes whereas the premium version offers eight additional ones. These modes can boost writing by using more or fewer synonyms to convey the intended meaning. For instance, the simple mode proposes a more direct and commonly understood expression, while the formal mode chooses more complex terms. The available modes include standard, fluency, humanize, formal, academic, simple, creative, expand, shorten, and custom. Furthermore, the premium plan allows users to have freeze words or phrases, which is a feature that allows users to prevent certain phrases from being paraphrased while testing different modes.

### Figure 3

#### *QuillBot Features in the Free and the Premium Versions*



*Note.* Screenshot taken from the QuillBot website (QuillBot, 2025).

### **2.4.2. Grammar Checker**

The grammar checker provided by QuillBot can handle American, British, and Australian English. It can identify and correct grammar, punctuation, and style errors in texts, making it a useful tool for editing and proofreading. QuillBot harnesses its language model training to precisely detect and suggest corrections for various types of mistakes, involving syntax, verb tense, and word choice. Functionally, the grammar checker flags errors by underlining them in red. When users click on the highlighted text, QuillBot provides recommendations for improvement and enhancing the overall grammatical accuracy and clarity of the content.

### **2.4.3. Plagiarism Checker**

QuillBot's plagiarism checker is a premium feature that compares content against an extensive database of sources to identify any matching content. It helps users ensure the originality of their work and avoid incidental plagiarism. It facilitates the process of ensuring that the references are properly cited, as it highlights matching text and links it to the original source. Hence, the plagiarism checker is particularly beneficial for students, educators, and researchers who need to maintain academic integrity in their work.

### **2.4.4. The Summarizer**

QuillBot offers an AI feature called the summarizer to help generate concise summaries of longer texts such as documents and articles. The summarizer employs its training data to extract important ideas and distils them into a shorter version, preserving the original meaning. Moreover, users have the option to choose the summary's length and adjust it to suit their needs. Once they are satisfied with the result, they can either copy the summary or download it.

#### **2.4.5. The Translate**

QuillBot's translate is a powerful feature that permits users to translate content between 52 languages quickly and easily. It provides accurate translations as it integrates other features such as the grammar checker and the paraphraser. Whether the user is a student working on an assignment or someone trying to communicate with others from different languages, this tool generates reliable and context-based translations.

### **2. 5. The Role of QuillBot in Enhancing Writing Motivation**

According to Kurniati and Fithriani (2022), QuillBot provides friendly-user writing features. Hence, the tool does not only enhance the quality of students' works, but also offers a motivating environment by offering instant feedback, raising students' confidence, and lowering anxiety levels.

As a motivational aid, QuillBot offers immediate feedback that can help students maintain interest during the writing process. Traditional feedback often comes after a delay; however, QuillBot provides timely paraphrasing suggestions, grammar corrections, and punctuation enhancements that run at a click. "If provided feedback is timely and relevant, it becomes more meaningful and motivating for the learners" (Malik et al., 2024, p. 1855). Therefore, this immediacy reinforces motivation and progress.

Furthermore, QuillBot has a noticeable effect on students' writing confidence, which is closely related to motivation. Confidence increases one's self-esteem and eases the act of writing (Paul is Positive, 2024). Once students observe improvements in their writing due to QuillBot's suggestions, their belief in their writing ability increases. Consequently, this belief encourages students to engage in more challenging writing tasks. Eventually, when confidence grows, writing motivation is developed.

As confidence level augments, writing anxiety decreases. Writing anxiety acts as a barrier to students' motivation. With its real-time assistance, QuillBot can reduce anxiety through minimizing errors and enhancing clarity. When students recognize that they have a reliable tool to enhance their writing, their apprehension about making mistakes diminishes. Correspondingly, their intrinsic motivation increases due to the sense of autonomy they develop over their writing process.

To sum up, QuillBot contributes meaningfully to the development of writing motivation by offering instant feedback, fostering confidence in writing, and reducing writing anxiety. Nevertheless, to fully understand its use in academic contexts, it is critical to examine the benefits and drawbacks of relying on this tool.

## **2. 6. Advantages and Disadvantages of QuillBot**

Arora (2023) stated that implementing QuillBot has various benefits and downsides. These could be summarized as follows:

### **2.6.1. Advantages**

#### **2.6.1.1. Paraphrasing Help**

This functionality is beneficial for avoiding plagiarism, producing multiple iterations of the same content, and simplifying complex sentences.

#### **2.6.1.2. Language Improvement**

QuillBot strengthens the clarity, coherence, and the overall literary aesthetic of texts. It also possesses the capability to precisely propose corrections for grammar and style errors.

#### **2.6.1.3. Easy-to-use Platform**

QuillBot offers an intuitive platform with a user-friendly interface that is easy to use for people of all skill levels.

#### **2.6.1.4. Time-saving**

This AI tool streamlines the writing process and enables users to conserve their precious time by quickly generating paraphrases, summaries, and citations.

### **2.6.2. Disadvantages**

#### **2.6.2.1. Limitations in Accuracy**

QuillBot's paraphrased texts might result in meaningless and unclear sentences that do not convey the intended meaning. This issue necessitates manual editing by users.

#### **2.6.2.2. Challenges in Grasping Cultural Nuances and Context**

QuillBot exhibits a deficiency in understanding emotions and cultural nuances like humans; this results in outputs that may sound robotic and insensitive.

#### **2.6.2.3. Internet Dependency**

This tool requires an unbroken web connection to perform well; this need may be challenging in regions with low internet connectivity.

## **2. 7. Definition of Google Classroom**

Google Classroom is an online educational platform founded by Google in 2014 to enhance assignment management. According to Okmawati (2020, p.439), "Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments."

Integrated with other Google workplace tools such as Google Docs, Drive, and Forms, the application has attained a worldwide adoption because it is free and easily accessible, either through a direct link or by downloading the mobile application; allowing learners to log in anytime and from anywhere. Ambarwati and Mandasari (2021) assert that Google Classroom

is an application offered by Google Apps for Education that contains features for both learning and teaching.

Google Classroom is practically utilized by 21st-century learners, who may be referred to as digital natives owing to their early exposure to technology. Okmawati (2020) states that Google Classroom supports fostering learners' independence, engagement, and motivation, as the majority of young learners integrate technology into their daily lives.

## **2. 8.Features of Google Classroom**

Google Classroom supports both learners and teachers by encouraging positive online collaborations. On the platform, teachers easily upload materials such as Word documents and video links for students' use. Moreover, it allows teachers to grade and provide personalized feedback for their students. "The teacher can post some teaching materials, assign tasks for students, and upload the students' grades so that they can immediately see the scores obtained in the course" (Okmawati 2020, p.440).

For students, Google Classroom provides updates on assignments and announcements through the notification of teachers. While Google Classroom does not allow for anonymous submission, it secures students' privacy by ensuring that only the participants -students and teachers- have access to the assignments. One more significant feature is the platform's capability to foster direct communication between students and teachers, reinforcing ongoing collaboration and valuable feedback.

## **2. 9. Google Classroom Functions**

Google Classroom features are not limited only to posting and sharing assignments; rather, the platform offers a digital space that integrates multiple tools to support the overall teaching and learning experience. For assignments' storage and distribution, Google Classroom utilizes Google Drive. As for task writing, it integrates Google Docs, Sheets, and Slides. While

Gmail facilitates communication, Google Calendar is used to set the submission date (Nancy et al., 2020). Through the use of these tools, Google Classroom sustains classroom management by ensuring that all required resources are available for the learning process.

Furthermore, Google Classroom supports effective instruction by integrating Google Meet, which allows teachers to present live lessons, provide immediate feedback, and have real-time communication with students. Besides Google Workspace tools, Google Classroom incorporates supplementary applications, for instance, Quizizz and Kahoot, where teachers may create fun and interactive learning materials that students have access to via direct links.

## **2. 10. The role of Google Classroom in Enhancing Motivation**

Google Classroom, a new technique of online teaching, has shown a major impact on learners' motivation; it fosters more effective learning settings where students can engage in meaningful and productive communications. For instance, Google Classroom extends beyond traditional learning settings, addressing students' diverse participation styles, as some of them struggle with anxiety when asked to participate during face-to-face interactions. The platform provides a comfortable and less intimidating environment, enabling these students to participate more confidently and engage actively with their peers. Based on Rahmawati et al.'s (2020, p. 4) study, "Learning by Google Classroom in Students' Perception," the researchers in their results section state that "in lectures using Google Classroom, students can ask questions without hesitation, and there is an opportunity to think about the answers that will be conveyed in the discussion activities."

In the same study of Rahmawati et al. (2020), students expressed their satisfaction towards the use of the platform, claiming that the tasks are interesting and the learning process provides a sense of variety. This is due to the fact that students are able to do their assignments anywhere and everywhere, without the need of being physically present in schools.

These features assist learners in developing their language skills, especially writing, in a more motivating and engaging way by promoting great learning independence and initiative, as learners show readiness to be responsible for their own learning outside the classroom contexts.

### **2. 11. The Role of Google Classroom in Developing Writing Skills**

In addition to developing motivation, Google Classroom plays a crucial role in developing learners' writing skills. For example, Google Classroom allows for more thoughtful writing production and revision since it goes beyond time constraints of traditional classroom sessions. Through the platform, teachers are able to provide individual, private, and targeted feedback to each learner, focusing on areas such as misspellings, grammatical errors, and sentence structural mistakes. This technique of correction and revision strengthens learners' language writing awareness.

Furthermore, in 2021, Lin conducted a study of a six-week writing course delivered using Google Classroom. According to the results of this study, students rated activities including warm-up tasks and weekly discussions as effective in improving their writing performance, reflecting the positive perception of Google Classroom effectiveness in supporting writing development.

Lin (2021) argues that using Google Classroom, teachers can create engaging writing tasks, including collaborative activities, which support learners' writing development. These tasks allow for intentional interactions among peers, encouraging them to discuss their ideas and express themselves assertively. Thus, their writing competencies become more coherent, structured, and meaningful.

## **2. 12. Limitations of Google Classroom**

Regardless of its numerous benefits as a useful educational platform, Google Classroom presents certain limitations. One major drawback is that Google Classroom functions entirely through access to the internet, which is problematic for students with limited online connection. As noted by Iftikhar (2016), both teachers and students expressed their dissatisfaction with the platform's reliance on continuous internet availability, which challenges effective participation and assignments' submissions.

In addition, certain notable Google Classroom' limitations can be identified as follow:

1. Limited assessment features, as the tool provides only basic grading tool including grades, simple rubrics, and private feedback.
2. Lack of real-time engagement and effective communication features, making it difficult for participants to interact promptly.
3. Difficulty with integrating non-Google tools that hinders the platform's capability to use other application and improve its features.
4. Deficiency in advanced reporting, which provides teachers with deeper understanding of students learning, makes it difficult to identify areas that need to be addressed.

## **2. 13. Definition of Motivation**

Motivation is the blend of external and internal factors that enable, encourage, and provide reasons for individuals to attain educational goals. According to Elsheikh Hago Elmahdi et al. (2024), motivation occurs when learners are driven by a desire to learn and participate in the learning process. Brown (1980, p.112) defines it as: “an inner drive, impulse, emotion or desire that moves one to a particular action”. Drawing from these definitions, it can be understood that motivation involves both personal initiatives and outside influences, which drive learners to work towards educational success.

## **2.14. Self-Determination Theory**

Self-Determination Theory (SDT) was formally introduced by Deci and Ryan in the 1980s. This theory explores various factors that boost learners' drive and provides deep explanations for the concept of motivation. According to SDT, when people meet the three basic psychological needs -autonomy, competence, and relatedness-, they are motivated to achieve a task.

In 1985, Deci and Ryan distinguished between two types of motivation: intrinsic and extrinsic motivation. These types introduce internal and external factors to better understand how motivation is influenced.

### **2.14.1. Intrinsic Motivation**

Regardless of the presence or absence of external pressures and encouragements, intrinsic motivation operates within the learners. Intrinsic motives are natural, self-desired, and self-encouraged. This type of motivation is commonly driven by learners' admiration for accomplishing certain actions, triggered by one's interest, curiosity, and satisfaction.

In this vein, Ryan and Deci (2000) argue that rather than being prompted by external rewards and prods, intrinsically motivated actions are carried out for fun or challenges that they may include.

Santos-Longhurst (2019) stated the following examples of intrinsic motivation:

- Playing different sport because it is enjoyable.
- Acquiring languages because you desire to interact with new people.
- Drawing because it helps you express your feeling.

### **2.14.2. Extrinsic Motivation**

An extrinsically motivated learner is driven by external influences such as grades, rewards, or even punishments. Unlike intrinsic motivation which occurs for the learner's self-

interest, extrinsic motivation is provoked by the impact of environmental factors. Svobodova (2015) states that extrinsic motives develop over time when learners' social needs expand and they become exposed to external influences. For instance, learners who are not engaged with French may begin to participate when their teacher promises bonus grades. This case illustrates the idea that even if motivation is not prompt by learners' interests in the subject itself, it can be triggered by future results, for example, academic success.

## **2. 15. The Role of Motivation in EFL Classrooms**

Motivation plays a vital role in learning a new language. A person with no reasons to learn would not have the interest to spend time doing tasks. Being motivated to adopt a language is influenced by internal or external factors that give learners a desire to explore how and why language is used. The same goes for EFL learners, especially since English is not their first language; they would not be interested in the language itself if they lacked the drive to learn it. Without enough motivation, even highly skilled learners cannot succeed in learning a language, whereas with sufficient motivation, even learners who lack natural language abilities can reach a decent practical level of language (Dörnyei, 2001). This reflects that motivational factors are fundamental in determining EFL learners' overall success.

### **2.15.1. Strategies of Motivation**

According to Dörnyei (2001), people's behaviors can be influenced by almost anything from their environment, which is why motivational strategies work as tools to guide learners' attitudes towards acquiring a language.

In his book "Motivational Strategies in the Language Classroom," Dörnyei (2001) presents a framework which organizes motivational strategies into four main phases: creating the basic motivational conditions, generating initial motivation, maintaining and protecting

motivation, and encouraging positive retrospective self-evaluation. Each phase includes techniques for sustaining learners' engagement.

**Figure 4**

*Motivational Teaching Practice*



*Note.* From *Motivational Strategies in Language Classroom* (p.29), by Z. Dörnyei, (2001), Cambridge University Press. Reprinted under fair use.

### **2.15.2. The Motivational Role of Teachers**

In EFL classrooms, teachers are responsible for creating a safe learning environment where students can express their ideas and use the language confidently. Moreover, EFL educators must shape and create language tasks according to learners' different learning styles in order to meet their needs and keep them motivated. Another key approach is integrating technological tools to capture students' attention. Furthermore, the use of external motivation strategies such as rewards, praises, and bonus grades can boost learners' language motives

positively, leading to a major language acquisition. Additionally, constructive feedback also provides students with insights concerning their learning progress. A further aspect to consider is teachers' ability to encourage self-reflection and inspire learners' autonomy, which promotes intrinsic motivations.

According to Richards and Rodgers (2001, p.62), "the teacher's role is central and active. The teacher controls the pace of learning, and monitors the learners' performance. The teacher must keep the learners attentive by varying tasks and choosing relevant situations to practice structures."

### **2.15.3. The Role of Motivation in Writing**

Learning a language requires mastering four main skills, including writing; however, it is a challenge to find the motivation to write (Prameswara and Hapsari, 2023). Intrinsic and extrinsic motivation are crucial in the writing process. Learners write to express their feelings and emotions or write because they relate to the topic itself. Graham et al. (2021), in their study, argue that to enhance students' writing skills, educators must consider the importance of intrinsic motivators; for example, implementing engaging and fun activities because they motivate students to write. Besides inner drive, extrinsic motivators like competitions, grades, and teacher feedback can impact writing development (Graham et al., 2021). Overall, without motivation, learners would have neither the initiative nor the creativity to complete writing tasks.

## **2. 16. Previous Studies**

The review of related literature sets the ground for exploring central concepts and previous research studies that inform the present study on the influence of implementing QuillBot and Google Classroom to improve writing motivation among second-year secondary school students. It is structured around two main themes, including writing motivation in EFL

contexts and the implementation of QuillBot and Google Classroom in teaching writing. By analyzing previous research, this review attempts to emphasize gaps in the literature that the current research seeks to address.

### **2.16.1. Writing Motivation in EFL Contexts**

Motivation is thought to be a vital factor in writing performance, particularly in EFL contexts. In this respect, there has been several research on the motivation level in EFL classrooms. For instance, Cahyono and Rahayu (2020) examined the correlation between EFL students' motivation in writing and their writing proficiency. The findings demonstrated a high correlation between them.

Similarly, Gupta and Woldemariam (2011) investigated the influence of motivation on the writing strategy use of undergraduate EFL students at Jimma University, Ethiopia. They found that strongly motivated undergraduate students showed a high degree of satisfaction, confidence, perceived ability, and a positive attitude toward efficient writing instruction techniques.

Accordingly, contributions from such studies have highlighted the role of writing motivation in students' performance. Consequently, efforts were devoted to enhancing students' writing motivation. One of the suggested solutions is to integrate technology into writing instruction, which offers supportive environments that can foster greater engagement in writing tasks.

### **2.16.2. Technology Integration in EFL Writing**

Among the various technological tools that help in enhancing students' writing motivation are Google Classroom and QuillBot. These platforms not only facilitate the improvement of the writing skill, but also create a more student-centered learning environment

through the diverse features that they provide, such as peer feedback in Google Classroom and paraphrasing in QuillBot.

### **2.16.2.1. Google Classroom in Writing Instruction**

Google Classroom is a digital platform that encourages communication, collaboration, and feedback between teachers and students. In EFL contexts, it supports writing teaching by making it simple for students to access materials, submit assignments, and receive feedback. All these features contribute to a motivating learning environment.

Recent research by Ramadhan et al. (2024), who carried out a systematic review of studies from 2019 to 2024, found that the wise use of digital tools significantly enhances writing skills. In line with these findings, another study conducted in Saudi Arabia by Alghamdy and Alghamdi (2025) further investigates the effect of Google Classroom on students' writing skills by a comparison study between Arabic and English classrooms. The results indicated a notable difference between students studying Arabic and English writing via Google Classroom and those taught the same lessons through the traditional method, i.e., students who received the treatment in Google Classroom showed an improved performance in the post-test. This improvement can be largely attributed to the timely feedback provided through the platform.

From this perspective, Noori and Farahian (2023) explored whether using peer feedback through Google Classroom improves EFL Iranian students' engagement. The study involved three groups, among which are one control group and two experimental ones. Based on the findings, the experimental group in which the pairs provided feedback through Google Docs outperformed the other groups in writing achievement.

In the Algerian EFL context, a study was performed by Hamadi and Boumediene (2021) at the Department of English, Amar Thelidji University of Laghouat, Algeria. The study

examined the effects of Google Classroom on teaching literature. However, the main objective was to evaluate students' satisfaction with the use of the Google Classroom program. The elicited data was a basis to suggest that integrating Google Classroom makes learners motivated and encouraged to learn. In the same context, Baya (2022) carried out research at ENSB to explore the way the online platform fosters the students' engagement and interaction. The obtained findings revealed that first-year students perceive Google Classroom as an effective platform that supports their learning of English.

#### **2.16.2.2. QuillBot: an AI Writing Tool**

While Google Classroom supports the overall management and delivery of writing instruction, tools like QuillBot provide assistance during writing, helping students to refine their drafts more confidently. For instance, Gürbüz (2024) studied "The Impact of QuillBot as an Automated Writing Evaluation Tool on EFL Learners" in Turkey. This quasi-experimental study investigated how QuillBot functions as an AWE tool and its effect on students' writing proficiency. The findings provided evidence that QuillBot enhanced students' writing by giving instant feedback, fostering learners' autonomy, and encouraging revisions.

Shifting the focus to paraphrasing using QuillBot, Nurmayanti and Suryadi (2023) aimed to assess students' proficiency in using QuillBot to write error-free scientific papers in English. However, the main aim was to determine whether QuillBot could aid students in reducing plagiarism through paraphrasing. The findings showed that QuillBot helped students paraphrase effectively without altering the intended meaning of the text. Therefore, the study suggested that paraphrasing skills could be developed through practice by using QuillBot.

In a related vein, research done by Thohir et al. (2024) examined the effectiveness of integrating QuillBot into writing instruction to improve students' paraphrasing skills and collect their opinions on its use. The analysis of the results demonstrated a significant

improvement in students' paraphrasing skills after using QuillBot. Most students responded positively, highlighting that the use of the AI tool was easy, quick, and motivating.

Transitioning to motivation, Mohammad et al. (2023) investigated EFL students' motivation to use QuillBot for improving their paraphrasing skills. Conducted at Najran University in Saudi Arabia, the data revealed that students, especially females, were highly motivated to use QuillBot as it is engaging and easy to access. The study recommended that QuillBot can effectively improve paraphrasing motivation.

In the high school context, "Uncovering QuillBot: Filipino Senior High School Students' Experiences and Factors Influencing Its Use in Enhancing Language Writing Skills" by Corcuera (2024) provided valuable qualitative insights. By exploring students' perceptions, the study identified the main factors influencing QuillBot adoption, namely accessibility and usefulness. These findings shed light on the crucial role of these factors in the successful implementation of QuillBot in improving writing skills.

In a nutshell, this review of related studies explored the significance of writing motivation in EFL classrooms, especially to improve students' overall proficiency. Many studies researched the factors that push students to write and examined how different teaching methods can support motivation. Therefore, the rise of educational technology has provided tools that help improve writing instruction in engaging ways, particularly via Google Classroom and QuillBot.

Nevertheless, despite the existing studies on the influence of these tools, significant gaps remain. Remarkably, limited research has investigated the impact of Google Classroom and QuillBot on enhancing writing motivation among Algerian secondary schools. Additionally, few studies have examined the combined effect of these tools, which could offer a practical approach to improve students' writing motivation. Accordingly, these gaps urge the

need for the current research, which is going to bring these tools together and study their effect on Algerian secondary school students' writing motivation.

### **Conclusion**

This chapter has tried to explain the basic concepts related to QuillBot, Google Classroom, and writing motivation. It has explored the main features of QuillBot and Google Classroom, their role in EFL writing, and particularly, their impact on students' writing motivation. It has also discussed the self-determination theory as a theoretical framework for understanding motivation. Finally, it has reviewed related studies to support the present research.

**CHAPTER TWO**

**METHODOLOGY, DATA ANALYSIS, RESULTS AND**

**DISCUSSION**

## **Introduction**

Following the theoretical discussion of the study, this chapter focuses on the practical examination of how the integration of Google Classroom and QuillBot influences second-year secondary school students' writing motivation. This chapter is structured into four main parts. The first part presents the research methodology, including the study design, context, sample, and data collection procedures. The second one is concerned with the implementation phase; it details how the treatment was applied using the selected online tools. The third one details the post-treatment producers, including instruments used to evaluate changes in students' motivations and writing abilities. In the final one, the findings are analyzed and interpreted based on both quantitative and qualitative data. To conclude, this chapter seeks to answer the research questions and validate or refute its hypotheses.

### **3. 1. The Research Method**

In an attempt to investigate the impact of QuillBot and Google Classroom on students' writing motivation, the current research adhered to a quasi-experimental research design, as it fits to identify a cause-effect relationship between variables. The study required one group as the experimental group rather than two groups, because it only depends on carrying out a pre-test and post-test on the group. That is to say, a single group is tested both before and after the treatment is administered in order to conduct the study. Therefore, the need for a control group is not necessary since the research depends on the comparison between the results of the pre-test and post-test to test the effect of the treatment.

For data collection and analysis, the researchers adopted a mixed-method approach by combining both qualitative and quantitative methods, for an effective data collection that is relevant to the study.

The quantitative analysis was outranged through questions that aimed at generating statistics and scores of students' paragraphs. These results were analysed using SPSS, and were lately represented in graph and table systems.

The qualitative analysis was mainly carried out with open-ended questions. Students' answers were analysed to identify ideas and concepts presented by the sample. After that, the data were labeled and organized in a way to facilitate their retrieval.

### **3. 2.Context and Sample of the Study**

This inquiry took place at Benna Said Secondary School in Ain El-Hadjel, M'sila during the academic year 2024/2025. The target population was second-year students. From the whole population that is 198, the sample consisted of twenty-nine students chosen conveniently to be given the questionnaire and take a writing test. The selection of this sample was based on students' internet accessibility and the assumption that students, at this level, are engaged in several writing activities throughout the year.

### **3. 3.Data Gathering Instruments and Procedures**

The process of collecting data was carried out through three main phases: pre-test, the implementation, and post-test. The pre-test and post-test phases were devoted to collecting data via questionnaires and writing tests. Additionally, in the implementation phase, the researchers put the work into practice to test the research hypothesis.

#### **3.3.1. The Pre-test Phase**

In this phase, two tools were opted for data collection. On one hand, a questionnaire was administered to twenty-nine second-year students to measure their writing motivation. Besides being quick, practical, and easy to administer, the questionnaire was selected for the reason that motivation is best assessed through self-report measures that allow participants to reflect on their attitudes in a quantifiable manner.

On the other hand, students were invited to take a writing test. Students' writing performance provided a glimpse into how students translate their motivation into actual effort and writing quality.

### **3.3.1.1. Description of Self-Determination Theory Motivation Questionnaire**

The first tool that was used to collect data in this phase was a questionnaire. The distribution and the collection of the questionnaire were completed in three days.

Since it is quite impossible even for experts to get questionnaires right from the first time, two drafts of our questionnaire had been written before achieving the final version. For that, it was first piloted to test the validity of questions. Accordingly, the results showed that the second version was understood correctly and answered normally by the students.

The questionnaire was based on Self-Determination Theory, which consists of three main psychological needs: autonomy, competence, and relatedness. Therefore, the questionnaire consists of twelve questions divided into four sections. Each of the first three sections, autonomy, competence, and relatedness, consists of three items that students are required to rate using the Likert scale. However, the fourth section is open-ended questions that students fill out with their own answers.

### **3.3.1.2. Description of the Writing Test**

To collect data using a writing test, students were asked to write a paragraph in one hour revealing their plans if they pass or fail their Baccalaureate exam. The choice of topic was dependent on their syllabus since the writing test took place in their normal sessions of English.

### **3.3.2. The Treatment Phase**

The treatment phase of the study was implemented over a period of two months. This extended duration was because of the interruptions caused by students' periodic tests and

exams. The aim of this treatment is to study the impact of QuillBot and Google Classroom on students' writing motivation.

At the beginning of this phase, the teacher devoted one hour to training and familiarizing students with the tools used in the current study. Students were guided on how to write their paragraphs in Microsoft Word, how to download QuillBot and use it to correct their mistakes, and how to download Google Classroom, join the online classroom, and submit their assignments.

Throughout the treatment, students completed a total of six writing tasks that were relevant to their interests, as some of them were suggested by the students themselves. The topics included future plans, daily routine, favorite season, social media, ways to feel happy again, and whether students should have homework.

For each writing task, students followed a certain procedure. Students began by writing their first draft of the paragraph in Microsoft Word. Then, they used QuillBot to correct grammatical errors, improve style, and refine their paragraphs. Once the revision was complete, students submitted their paragraphs in Google Classroom.

After submitting their tasks, students were encouraged to respond to a set of reflection questions. These questions were designed to assess their writing motivation and perceptions of using QuillBot as a writing support tool.

### **3.3.3. The Post-test Phase**

In this final phase, a questionnaire similar in structure to the one used during pre-test was administered. Nevertheless, to minimize the likelihood of students repeating their previous answers, the questionnaire items were carefully rephrased. Notwithstanding that the essential concepts remained the same, the reformulated version aimed to gain authentic responses that reflect any changes in motivation. The main aim of repeating the questionnaire was to measure

differences in students' writing motivation after the implementation of QuillBot and Google Classroom.

In addition to the questionnaire, students completed a writing test to assess changes in their writing performance. Students were asked to compose a paragraph on the topic of "safety measures that citizens should take during floods." The latter was chosen because the post-test session coincided with the final week of the academic year and aligned with the final writing topic of the syllabus.

Unlike the pre-test questionnaire, which was handed to students, the post-test questionnaire was administered online. This mode of delivery was a must since the data collection occurred after students had completed their third term exams and were no longer attending school in person.

### 3.3.4. Pre and Post Self-Determination Theory Motivation Questionnaire

#### Validity and Reliability

##### 3.3.4.1. Internal Validity

The questionnaire scores were used to calculate the internal validity of the study instrument by computing the Spearman correlation coefficient. The table below illustrates this:

**Table1**

*Internal Validity of Self-Determination Theory Questionnaire*

	correlation	significance
<b>internal validity of the Tool</b>	<b>0.690</b>	<b>0.05*</b>

**\*Significant at the  $p = 0.05$  level**

It is evident from the table that the correlation coefficient for the study instrument is statistically significant at the 0.05 level. The validity coefficient reached 0.69, which is

considered a moderately high value. Therefore, the instrument is proven valid for the purposes of the study.

### 3.3.4.2. Reliability

The study measured the reliability of the instrument using Cronbach's Alpha coefficient.

The following table presents the results:

**Table2**

*Reliability of the Questionnaire*

<b>Reliability Statistics</b>	
<b>Cronbach's Alpha</b>	<b>N of Items</b>
0.704	09

As shown in the table above, the reliability coefficient is high, with a value of 0.70.

This indicates that the instrument shows a good level of internal consistency and is appropriate for the purposes of the study.

### 3. 4. Analysis and Interpretation of the Findings

#### 3.4.1. Analysis of the Pre-test Questionnaire

##### 3.4.1.1. Section 1: Autonomy (Control Over Learning)

1-I feel that I have a choice in how I approach writing tasks.

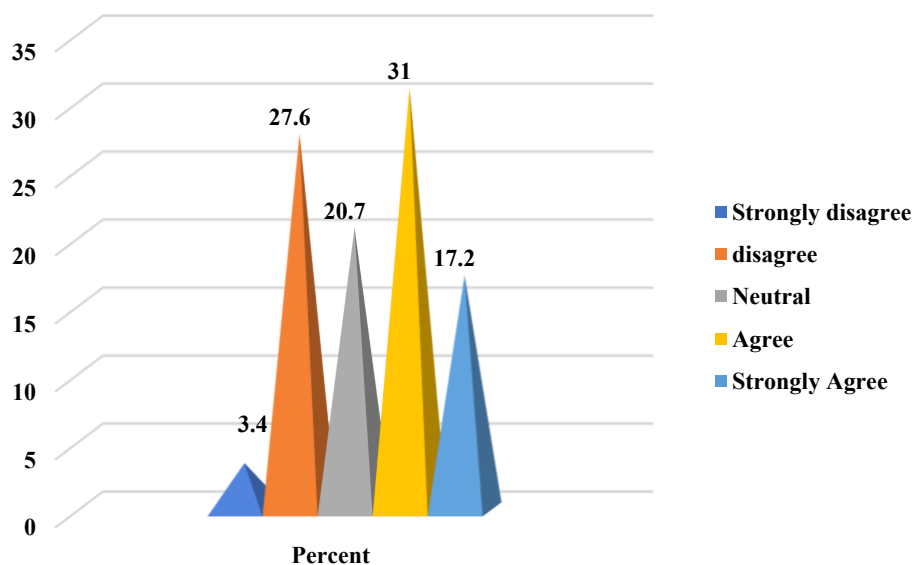
**Table3**

*Attitudes Toward Choice in Approaching Writing Tasks*

	Frequency	Percent
Strongly disagree	1	3.4
Disagree	8	27.6
Neutral	6	20.7
Agree	9	31
Strongly Agree	5	17.2
<b>Total</b>	<b>29</b>	<b>100</b>

**Figure 5**

*Attitudes Toward Choice in Approaching Writing Tasks*



The above results show that the majority of the respondents to the questionnaire agree with a rating of 31%, followed by "disagree" with 27.6%. The "neutral" option obtained 20.7%

whereas the lowest percentage was for "strongly disagree" with 3.4%. These results suggest that most participants held positive attitude toward how they approach writing tasks. However, the close percentages for "agree" and "disagree" reflect mixed views.

2-I enjoy writing when I can express my own ideas freely.

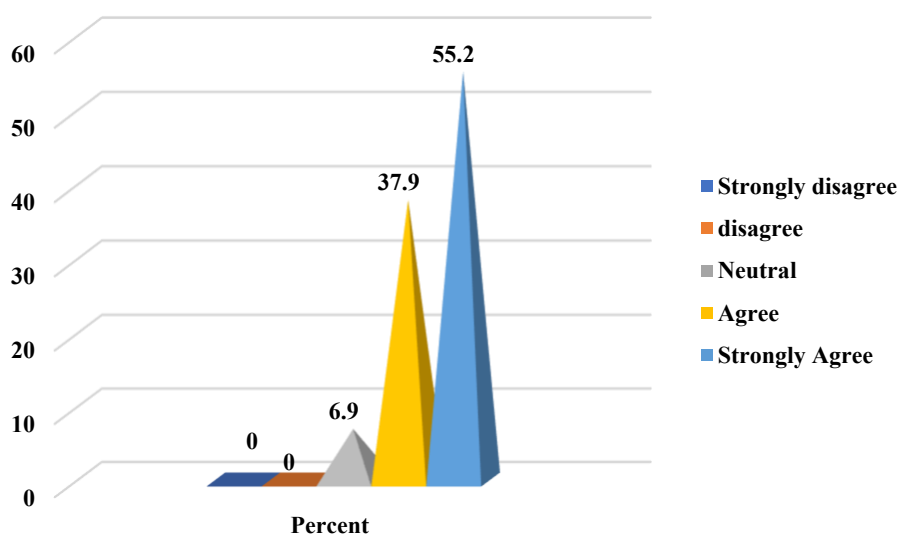
**Table4**

*Students' Attitudes Toward Freedom of Expression in Writing*

	Frequency	Percent
<b>Strongly disagree</b>	0	0
<b>Disagree</b>	0	0
<b>Neutral</b>	2	6.9
<b>Agree</b>	11	37.9
<b>Strongly Agree</b>	16	55.2
<b>Total</b>	<b>29</b>	<b>100</b>

**Figure 6**

*Students' Attitudes Toward Freedom of Expression in Writing*



According to the table and the figure above, 55.2% of respondents strongly agreed, making it the most selected response. This was followed by 37.6% who agreed, while only

6.9% remained neutral. These statistics indicate that students enjoy writing more when they express their ideas freely.

3-I feel motivated to write when I can select my own topics.

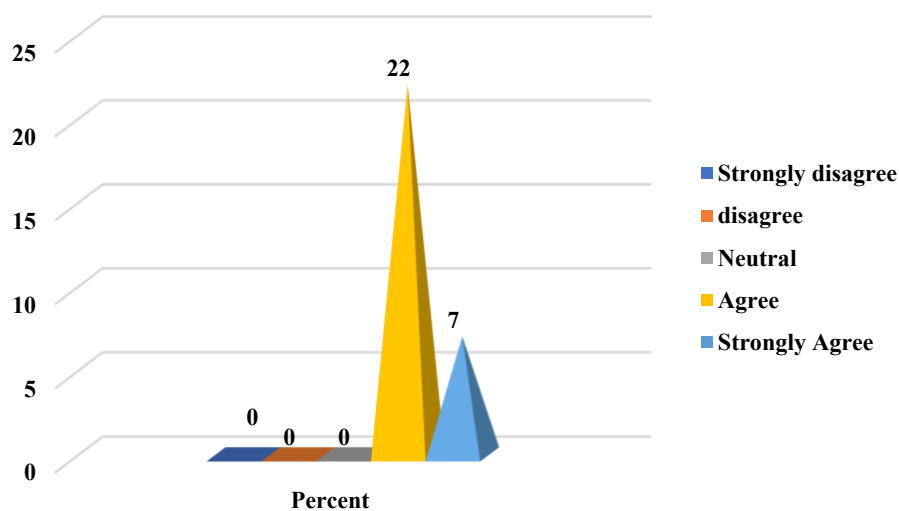
**Table5**

*Students' Attitudes Toward Topic Choice and Writing Motivation*

	Frequency	Percent
<b>Strongly disagree</b>	0	0
<b>Disagree</b>	0	0
<b>Neutral</b>	0	0
<b>Agree</b>	22	75.9
<b>Strongly Agree</b>	7	24.1
<b>Total</b>	<b>29</b>	<b>100</b>

**Figure 7**

*Students' Attitudes Toward Topic Choice and Writing Motivation*



The results obtained from this question depict that the highest rate of respondents (75.9%) agree. However, the rest of students strongly agreed with a rating of 24.1%. This

indicates that the participants showed an extremely positive attitude, with no negative responses.

### 3.4.1.2. Section 2: Competence (Feeling Capable in Writing)

4-I feel confident in my writing skills.

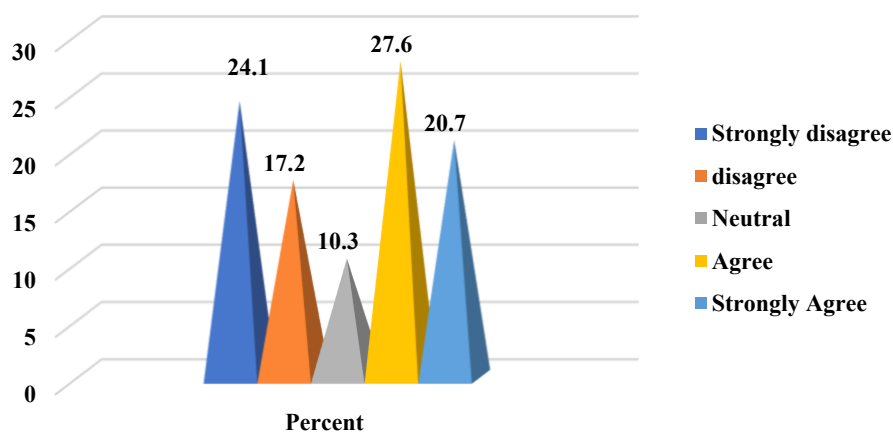
**Table6**

*Students' Confidence in their Writing Skills*

	Frequency	Percent
<b>Strongly disagree</b>	7	24.1
<b>Disagree</b>	5	17.2
<b>Neutral</b>	3	10.3
<b>Agree</b>	8	27.6
<b>Strongly Agree</b>	6	20.7
<b>Total</b>	<b>29</b>	<b>100</b>

**Figure 8**

*Students' Confidence in their Writing Skills*



The above table and the figure indicate that most participants (27.6%) chose "agree," followed by "strongly disagree" at 24.1%, and "strongly agree" at 20.7%. The least portion

were "neutral," with only 10.3%. These results reflect that the participants were divided regarding their confidence when they write, with both strong agreement and strong disagreement represented.

5-I believe I can improve my writing with effort and practice.

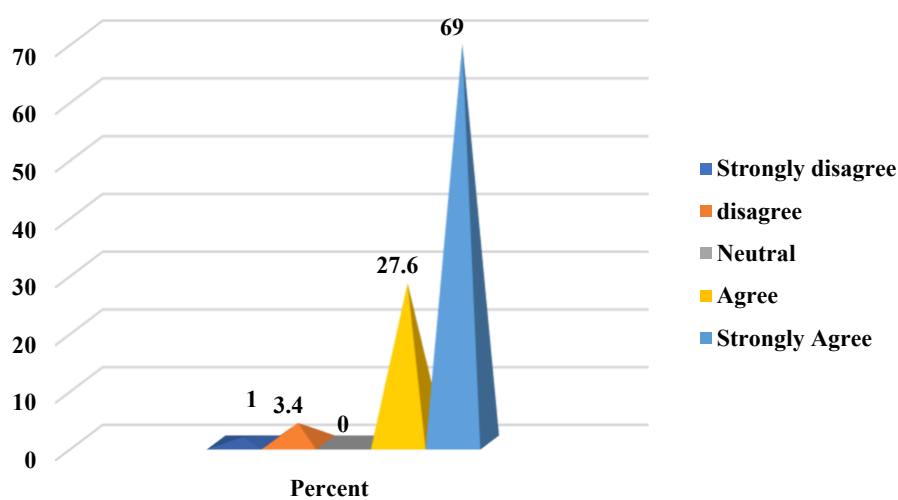
**Table7**

*Writing Improvement Through Effort and Practice*

	Frequency	Percent
<b>Strongly disagree</b>	0	1
<b>Disagree</b>	1	3.4
<b>Neutral</b>	0	0
<b>Agree</b>	8	27.6
<b>Strongly Agree</b>	20	69
<b>Total</b>	<b>29</b>	<b>100</b>

**Figure 9**

*Writing Improvement Through Effort and Practice*



The above results illustrate that the majority of participants (69%) strongly agreed that their writing could be improved through effort and practice. 27.6% of the participants agreed.

In contrast, 3.4% of respondents disagreed and only 1% strongly disagreed. None of the participants were neutral. The results demonstrate that students believe that their writing skill can be improved through practice.

6-I find writing tasks easy to complete.

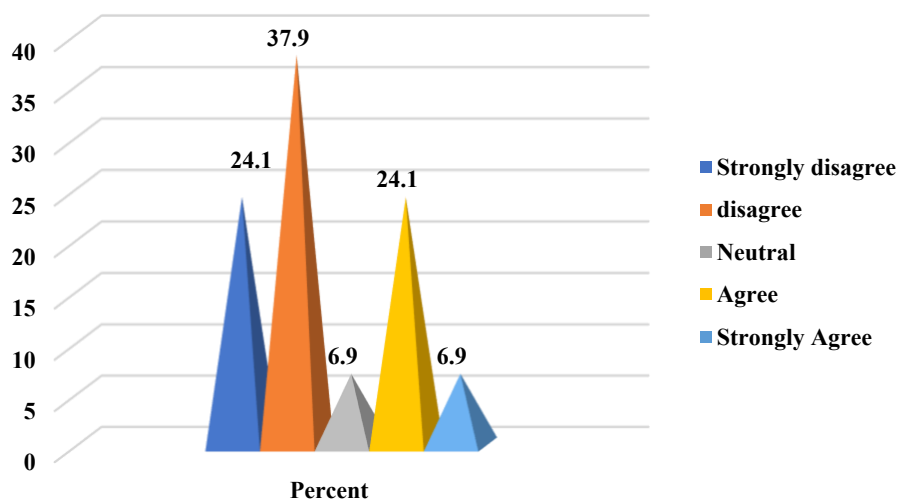
**Table8**

*Ease of Completing Writing Tasks*

	Frequency	Percent
<b>Strongly disagree</b>	7	24.1
<b>Disagree</b>	11	37.9
<b>Neutral</b>	2	6.9
<b>Agree</b>	7	24.1
<b>Strongly Agree</b>	2	6.9
<b>Total</b>	<b>29</b>	<b>100</b>

**Figure 10**

*Ease of Completing Writing Tasks*



The above table and the figure demonstrate that the highest percentage of participants (37.9%) disagreed with the idea that completing writing tasks is easy. This was followed by a similar percentage of students (24.1%) who agreed and disagreed. The lowest percentages were for "neutral" and "strongly agree," both at 6.9%. These results suggest that many students find completing writing tasks challenging, with few perceiving them as easy.

### 3.4.1.3. Section 3: Relatedness (Feeling Connected to Others While Writing)

7-I feel supported by my teacher when I write.

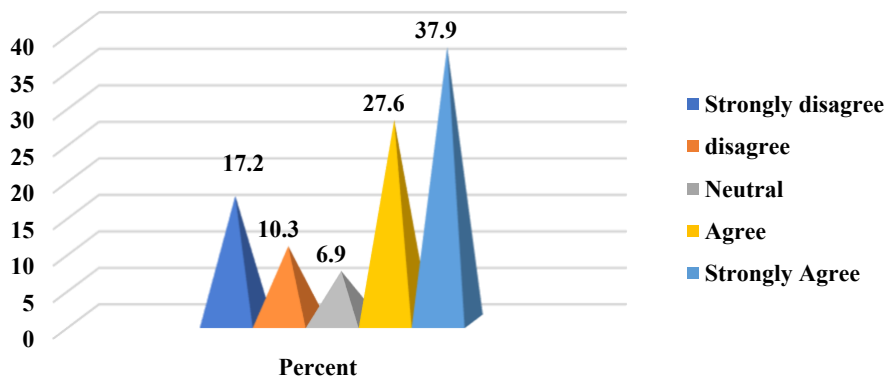
**Table9**

*Teacher's Support*

	Frequency	Percent
<b>Strongly disagree</b>	5	17.2
<b>Disagree</b>	3	10.3
<b>Neutral</b>	2	6.9
<b>Agree</b>	8	27.6
<b>Strongly Agree</b>	11	37.9
<b>Total</b>	<b>29</b>	<b>100</b>

**Figure 11**

*Teacher's Support*



From the above results, we notice that 37.9%, making up the majority of the participants, strongly agreed that their teacher support them during writing sessions; and 27.6% of them agreed. Meanwhile, "strongly disagree" was chosen by 17.2% of participants. The rest of participants were neutral (6.9%). Although a notable minority felt that they are not supported by their teacher, most students perceive a supportive role from their teacher.

8- I enjoy writing more when I can share my work with others.

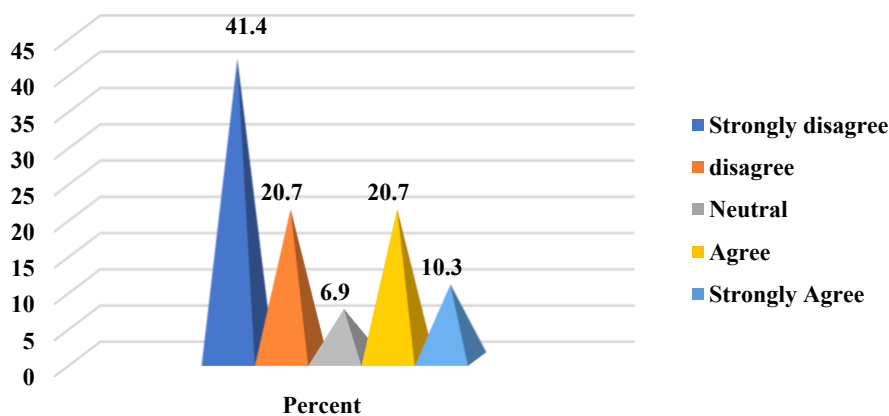
**Table 10**

*Sharing Work with Others*

	Frequency	Percent
<b>Strongly disagree</b>	12	41.4
<b>Disagree</b>	6	20.7
<b>Neutral</b>	2	6.9
<b>Agree</b>	6	20.7
<b>Strongly Agree</b>	3	10.3
<b>Total</b>	<b>29</b>	<b>100</b>

**Figure 12**

*Sharing Work with Others*



According to the table and the figure, 41.4% of participants strongly disagreed. Both "disagree" and "agree" were chosen by 20.7% of the informants. However, 10.3% strongly agreed, while only 6.9% chose "neutral." This suggests that most students felt uncomfortable about sharing their paragraphs with peers.

9-I feel motivated to write when I receive feedback.

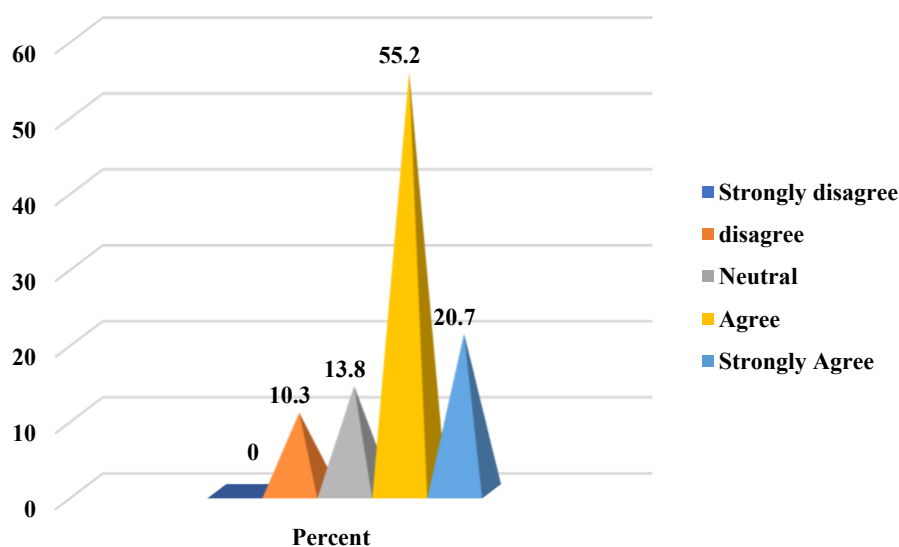
**Table 11**

*Motivation in Relation to Receiving Feedback*

	Frequency	Percent
Strongly disagree	0	0
Disagree	3	10.3
Neutral	4	13.8
Agree	16	55.2
Strongly Agree	6	20.7
<b>Total</b>	<b>29</b>	<b>100</b>

**Figure 13**

*Motivation in Relation to Receiving Feedback*



As shown in the above table and figure, the majority of the respondents (55.2%) selected "agree", followed by "strongly agree" at 20.7%. 13.8% of them were neutral. Nevertheless, the least of them (10.3%) disagreed. These results show that students had positive attitude toward receiving feedback.

#### 3.4.1.4. Section 4: Open-Ended Questions

To analyze the students' responses to open-ended questions, a thematic analysis was opted. First, all students' similar answers were grouped and labeled using codes such as peer comparison and support from teacher. Then, these codes were organized into broader themes. This process helped to interpret the students' thoughts in a clear way and helped to make a comparison between the pre- and post-test's responses.

10- What motivates you the most when writing in English?

**Table 12**

#### *Sources of Writing Motivation*

<b>Theme</b>	<b>Description</b>	<b>Example Student Quotes</b>
<b>Intrinsic Motivation and Love for English</b>	Motivation driven by personal interest or passion for the language	"I love the language", "I feel excited writing in English", "I enjoy every moment I learn something new"
<b>Support</b>	Feeling supported by teachers, family, friends	"My teacher", "Support of my family and my friends", "I hope my teacher helps me with feedback"
<b>Achievement and Personal Goals</b>	Motivation to improve writing skills, reach goals, or feel proud of improvement	"I feel so proud when I complete my writing", "Work harder to reach higher levels", "To improve my language"
<b>Self-Expression</b>	Enjoying writing because it allows personal expression	"It allows me to express my ideas", "Sharing my ideas with others encourages me to write"
<b>External Motivation</b>	Motivation from rewards or comparisons	"Extra points", "Competition with Bouchra"

<b>Theme</b>	<b>Description</b>	<b>Example Student Quotes</b>
<b>Learning Tools</b>	Use of technology, books, or vocabulary to support learning	"Using technology", "Reading books and texts", "Encountering new words"
<b>Future Orientation</b>	Writing as a way to build a better future	"My future", "To reach a certain level in the language"

According to the table above, it can be interpreted that students are highly motivated because of their love of language, support from their teacher, family, and friends. Others see that writing is their way to express themselves and grow. Meanwhile, some students emphasized how feedback plays an important role in motivating them.

#### 11- What challenges make writing difficult for you?

**Table 13**

#### *Challenges Students Face in Writing*

<b>Theme</b>	<b>Description</b>	<b>Example Responses</b>
<b>Lack of Vocabulary</b>	Difficulty finding the right words or expressions in English.	"The lack of vocabulary", "I don't know the translation of a word", "Choosing the right words", "Finding the right vocabulary to express my ideas clearly"
<b>Idea Generation Difficulties</b>	Problems in finding topics or starting a paragraph.	"I can't think about topics", "I don't know how to start", "When I can't find a good idea", "Forget my ideas"
<b>Grammar and Sentence Structure</b>	Struggling to write correct or well-organized sentences.	"Hard to organize my ideas", "Write correct sentences", "Spelling mistakes"
<b>Fear and Anxiety</b>	Fear of failure or criticism that reduces confidence.	"Fear of failure", "Fear of criticism", "Fear of connecting with professor", "Fear of criticism can make me hesitant to express my opinion freely", "Worry about how others will receive my writing"
<b>Lack of Feedback or Encouragement</b>	Missing positive reinforcement or guidance from teachers/peers.	"No positive comments on what I wrote"

<b>Theme</b>	<b>Description</b>	<b>Example Responses</b>
<b>Time Constraints</b>	Difficulty finding time or being too busy to focus on writing.	"When I'm busy, it's hard to find time to write"
<b>Repetition and Word Choice Problems</b>	Struggles with avoiding repetition and using varied vocabulary.	"Forget synonyms", "Avoid repetition", "Use the dictionary a lot"
<b>Lack of Practice Environment</b>	Limited opportunities to practice with native speakers or engage in writing discussions.	"Lack of native speakers", "No one to talk with about my interests"

The above table shows that the most common difficulties among students are lack of vocabulary, grammar and sentence structure, and the fear of failure. These challenges hinder students' writing performance. Once addressed, their confidence and motivation to write will increase.

12- What kind of support (teacher, peer, feedback, AI tools) helps you feel more confident in writing?

**Table 14**

*Sources of Support That Enhance Students' Confidence in Writing*

<b>Theme</b>	<b>Examples from Responses</b>
<b>Teacher Support</b>	"Teachers provide important guidance" / "The professor" / "Teacher support" / "Moral support from the professor" / "The guidance from a teacher helps me..."
<b>Peer Support</b>	"Peers, they give new perspectives" / "Peer support" / "Getting feedback from my friends..."
<b>Feedback</b>	"Constructive criticism from others motivates me" / "Getting good feedback encourages me..." / "Showcase my skills to experts for feedback"
<b>AI Tools</b>	"AI tools" / "Using AI tools for proofreading..." / "Using technology and artificial intelligence..." / "AI tools and peers"
<b>Writing Workshops / Practice</b>	"Practicing in writing workshops increases my confidence..."

Theme	Examples from Responses
<b>Religious / Internal Support</b>	"The support that God has given to me" / "Confidence is no longer a problem... I attempt to showcase my skills..."

From the table, we notice that students found teacher and peer support, feedback, and AI tools as the most valuable sources of writing confidence. Few students mentioned practice and religious and internal support.

### 3.4.2. Analysis of Pre- and Post-test Scores of the Experimental Group

#### 3.4.2.1. Test of Normality

**Table 15**

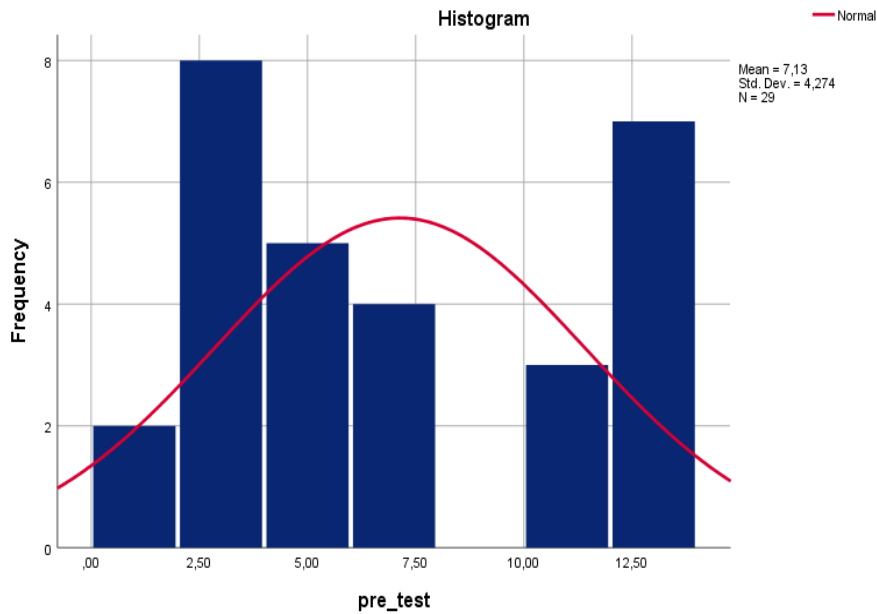
*Test of Normality*

	Shapiro-Wilk		
	Statistic	df	Sig.
<b>Pre – Test EG</b>	<b>0.198</b>	<b>29</b>	<b>0.005</b>

The above table displays the results of the normality test using the Shapiro-Wilk test. By comparing the significance level used in the study (0.05) with the calculated significance value (Sig.), it can be noticed that the value for the experimental group (EG = 0.005) is lower than the limit value, which is 0.05. Therefore, the null hypothesis (H0) is rejected. That is to say, the data is not normally distributed. The following figure illustrates the shape of the distribution:

**Figure 14**

*The Distribution of the Data*



One of the central assumptions required for applying the t-test is not fulfilled, i.e., the data is not normally distributed. Hence, a non-parametric alternative to the t-test for one group will be used, namely the Wilcoxon Signed Ranks Test for paired samples.

### 3.4.2.2. Comparison of Pre- and Post-test Scores Using the Wilcoxon Signed Rank Test

To determine the significance of the differences between the pre-test and post-test scores within the EG, the study used the Wilcoxon Signed Ranks Test. The findings are illustrated in the following tables:

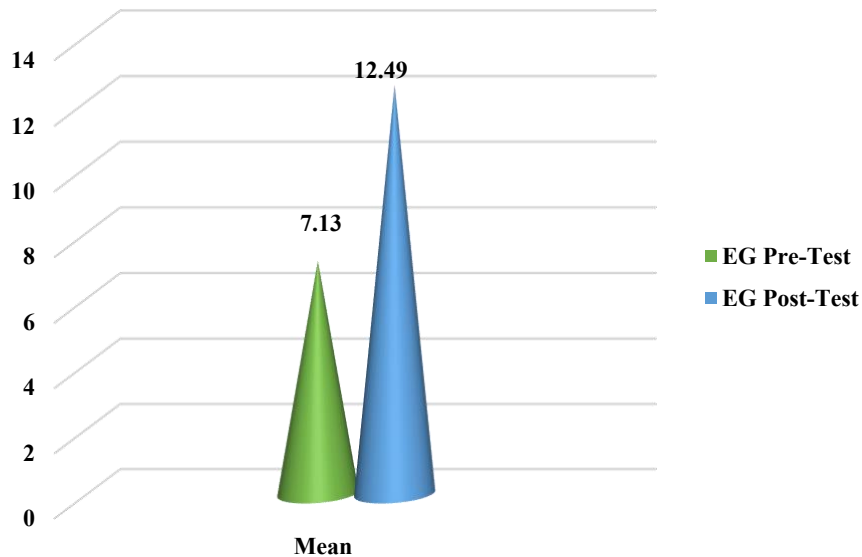
**Table 16**

*Comparison of Pre- and Post-test Scores*

Groups	N	Mean	Std. Deviation
Experimental Group Pre-Test	29	7.13	4.27
Experimental Group Post-Test	29	12.49	4

**Figure 15**

*Comparison of Pre- and Post-test Mean Scores of the Experimental Group*

**Table 17**

*Wilcoxon Signed Rank Test Results*

EG -Pre – Post-Test	N	Mean Rank	Sum of Rank	Z	Sig
<b>Negative Ranks</b>	0	0	0		
<b>Positive Ranks</b>	28	14.5	406	4.62	0.000
<b>Equal</b>	1				
<b>Total</b>	29				

The table above shows the responses of the participants in the EG in both the pre-test and post-test phases. The Wilcoxon Signed Ranks Test indicated a Z-value of 4.62 at sig 0.000. Comparing to the study's significance limit value, which is 0.05, the results showed a statistically significant increase in post-test scores.

The mean rank for positive ranks was 14.5 and the mean increased to 12.49 in the post-test (see table 16). These results reveal that 28 participants showed positive improvement. However, none of them experienced a negative impact, while only one student showed no change (equal).

As shown in table 16, the standard deviation decreased from 4.27 in the pre-test to 4.00 in the post-test. This means that there was a moderate level of variability in participants' scores and most of the scores were clustered around the mean.

### 3.4.2.3. Effect Size (Eta Squared)

**Table 18**

*Effect Size*

One -Way ANOVA	Eta Squared
	<b>0.610</b>

The Eta Squared is a measure of effect size used in ANOVA (Analysis of Variance). It tells if the change in students' scores in the post-test can be credited to the impact of the independent variables, i.e., QuillBot and Google Classroom.

As shown in the table above, the value of Eta Squared was 0.61. Therefore, 61% of the variance in the post-test results can be attributed to the treatment used to address the problem. According to Cohen's guidelines (1988), this indicates a large effect size, as it exceeds the limit value for a large effect, which is 0.14. Ultimately, the tools, QuillBot and Google Classroom, had impact on the post-test outcomes.

### 3.4.3. Analysis of the Post-test Questionnaire

#### 3.4.3.1. Section 1: Autonomy (Control Over Learning)

1- I feel free to decide how to write.

**Table 19**

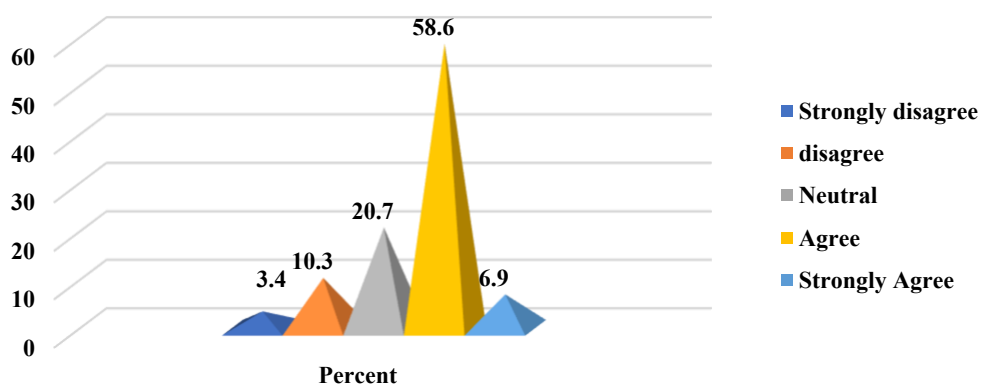
*Students' Attitudes toward Writing Autonomy*

	Frequency	Percent
<b>Strongly disagree</b>	1	3.4
<b>Disagree</b>	3	10.3
<b>Neutral</b>	6	20.7
<b>Agree</b>	17	58.6
<b>Strongly Agree</b>	2	6.9
<b>Total</b>	<b>29</b>	<b>100</b>

It can be clearly noticed from the table above that the majority of participants (58.6%) agreed that they felt free to decide how to write. 20.7% of them remained neutral. The "disagree" option received 10.3%, while the rest of the participants strongly disagreed with 3.4%. These results suggest that the majority of students feel a sense of autonomy when completing writing tasks.

**Figure 16**

*Students' Attitudes toward Writing Autonomy*

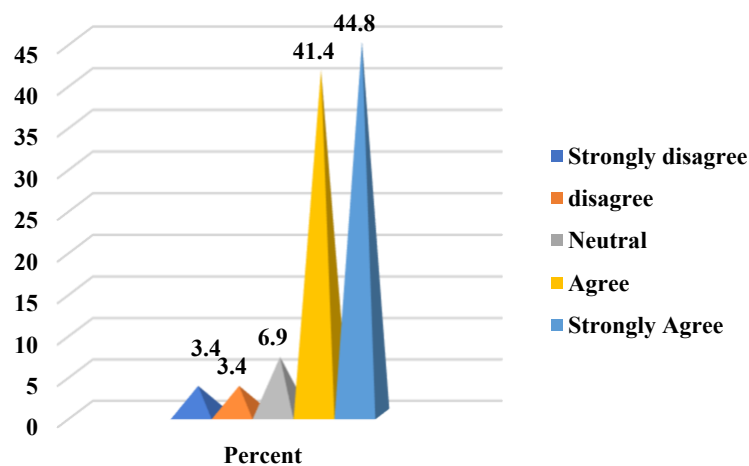


## 2-I like writing when I can say what I think freely

**Table 20***Students' Attitudes Toward Free Expression in Writing Tasks*

	Frequency	Percent
<b>Strongly disagree</b>	1	3.4
<b>Disagree</b>	1	3.4
<b>Neutral</b>	2	6.9
<b>Agree</b>	12	41.4
<b>Strongly Agree</b>	13	44.8
<b>Total</b>	<b>29</b>	<b>100</b>

The data presented in the table above shows that most students strongly agreed (44.8%) with the statement, this was followed closely by the participants who agreed (41.4%). 6.9% of them were neutral. However, the lowest percentages were for both "disagree" and "strongly disagree", each at 3.4%. These findings suggest that students enjoyed writing more when they were given the freedom to express their personal ideas.

**Figure 17***Students' Attitudes Toward Free Expression in Writing Tasks*

3-I like writing more when I can choose what to write about.

**Table 21**

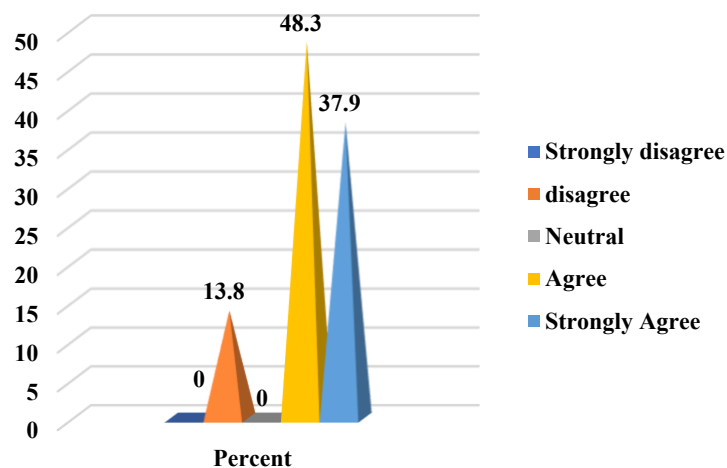
*Impact of Topic Choice on Writing Motivation*

	Frequency	Percent
<b>Strongly disagree</b>	0	0
<b>Disagree</b>	4	13.8
<b>Neutral</b>	0	0
<b>Agree</b>	14	48.3
<b>Strongly Agree</b>	11	37.9
<b>Total</b>	<b>29</b>	<b>100</b>

The obtained data presented in the table demonstrates that the highest percentage of informants (48.3%) chose "agree", followed by "strongly disagree" with a percentage of 37.9%. However, 13.8% of the participants disagreed. None of the participants chose "strongly disagree" or "neutral". The results show that students had a positive attitude toward writing when they can choose what to write about.

**Figure 18**

*Impact of Topic Choice on Writing Motivation*



### 3.4.3.2. Section 2: Competence (Feeling Capable in Writing)

4- I trust my writing abilities.

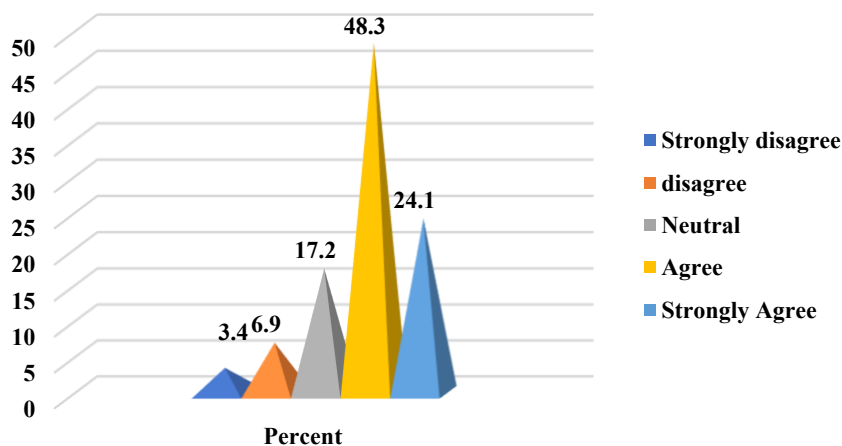
**Table 22**

*Confidence in Writing Abilities*

	Frequency	Percent
<b>Strongly disagree</b>	1	3.4
<b>Disagree</b>	2	6.9
<b>Neutral</b>	5	17.2
<b>Agree</b>	14	48.3
<b>Strongly Agree</b>	7	24.1
<b>Total</b>	<b>29</b>	<b>100</b>

**Figure 19**

*Confidence in Writing Abilities*



As illustrated in the table and the figure above, the majority of students (48.3%) agreed that they trust their writing abilities, followed by 24.1% who strongly agreed. 17.2% of the students were neutral. However, the lowest percentages were for disagree (6.9%) and strongly

disagree (3.4%). These results indicate that a significant majority of students had a positive attitude toward their writing abilities.

5- I think I can improve my writing skills if I keep practicing.

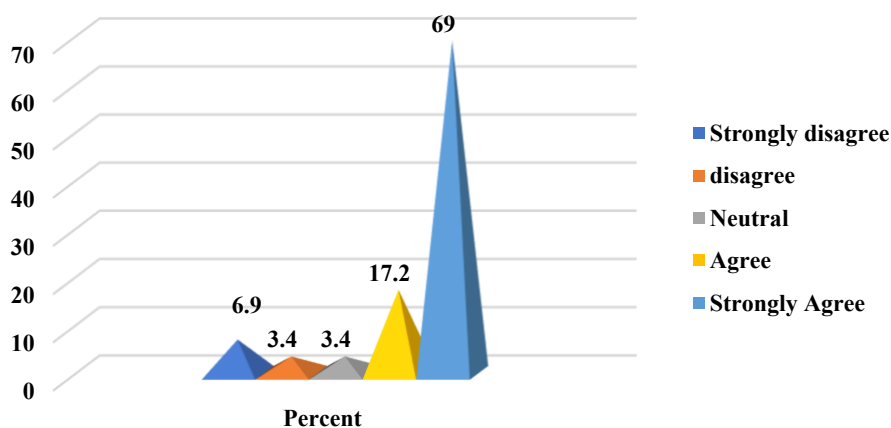
**Table 23**

*Improving Writing Through Practice*

	Frequency	Percent
<b>Strongly disagree</b>	2	6.9
<b>Disagree</b>	1	3.4
<b>Neutral</b>	1	3.4
<b>Agree</b>	5	17.2
<b>Strongly Agree</b>	20	69
<b>Total</b>	<b>29</b>	<b>100</b>

**Figure 20**

*Improving Writing Through Practice*



The data from the table and the figure above reveals that the highest percentage of students (69%) strongly agreed with the idea that practice helped them improve their writing skills. This was followed by 17.2% who agreed. In contrast, "strongly disagree" received 6.9%,

while the lowest percentages of students chose "disagree" and "neutral", each at 3.4%. These results clearly demonstrate that the majority of students held a growth mindset toward writing, and they believed that their skills could be improved through practice.

6- I don't have problems finishing my writing tasks.

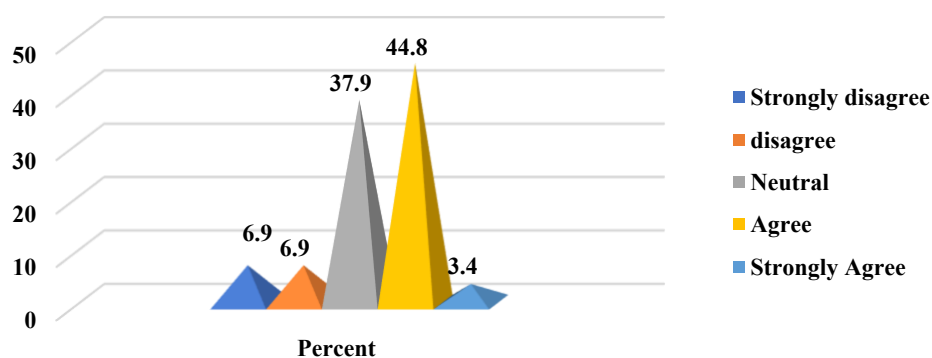
**Table 24**

*Students' Ability to Complete Writing Tasks without Difficulty*

	Frequency	Percent
<b>Strongly disagree</b>	2	6.9
<b>Disagree</b>	2	6.9
<b>Neutral</b>	11	37.9
<b>Agree</b>	13	44.8
<b>Strongly Agree</b>	1	3.4
<b>Total</b>	<b>29</b>	<b>100</b>

**Figure 21**

*Students' Ability to Complete Writing Tasks without Difficulty*



Regarding the statement "I find writing tasks easy to complete," the highest number of students responded with "agree" (44.8%). This was followed by "neutral" (37.9%), which means that a notable number of students neither found writing easy nor difficult. Responses for "disagree" and "strongly disagree" were equal, each at 6.9%, while the lowest percentage was

for "strongly agree" (3.4%). Despite the fact that a considerable number of students viewed writing as an easy task, a notable number remained neutral.

### 3.4.3.3. Section 3: Relatedness (Feeling Connected to Others While Writing)

7- My teacher encourages me when I write.

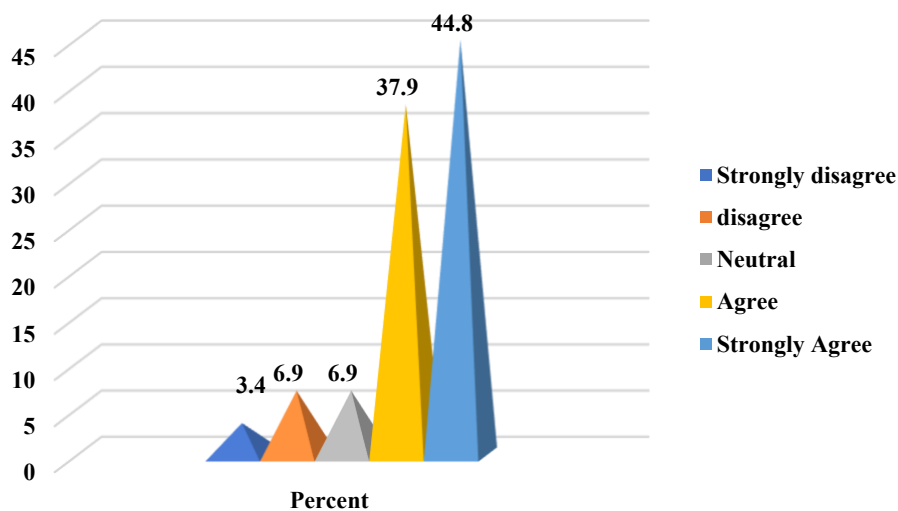
**Table 25**

*Students' Perceptions of Teacher Encouragement*

	Frequency	Percent
<b>Strongly disagree</b>	1	3.4
<b>Disagree</b>	2	6.9
<b>Neutral</b>	2	6.9
<b>Agree</b>	11	37.9
<b>Strongly Agree</b>	13	44.8
<b>Total</b>	<b>29</b>	<b>100</b>

**Figure 22**

*Students' Perceptions of Teacher Encouragement*



When the students were asked to rate the statement "my teacher encourages me when I write" using the Likert scale, most of them (44.8%) strongly agreed, this was followed closely by those who agreed (37.9%). Both "disagree" and "neutral" received identical responses (6.9%) However, only 3.4% strongly disagreed. These findings reflect students' positive perception of teacher's encouragement during writing activities.

8- I like writing tasks more when I can share them with others.

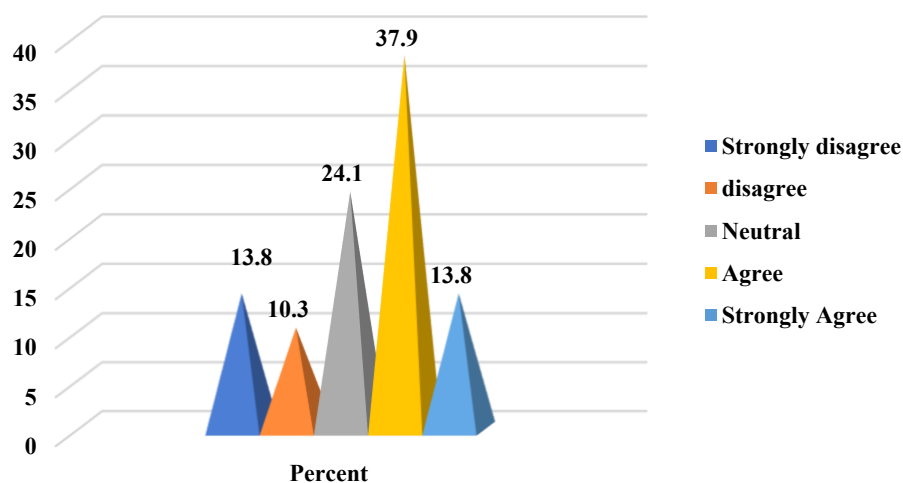
**Table 26**

*Students' Attitudes toward Sharing Writing Tasks with Others*

	Frequency	Percent
<b>Strongly disagree</b>	4	13.8
<b>Disagree</b>	3	10.3
<b>Neutral</b>	7	24.1
<b>Agree</b>	11	37.9
<b>Strongly Agree</b>	4	13.8
<b>Total</b>	<b>29</b>	<b>100</b>

**Figure 23**

*Students' Attitudes toward Sharing Writing Tasks with Others*



In response to the statement "I enjoy writing more when I can share my work with others," it can be seen from the table and the figure above that the majority of students (37.9%) agreed. 24.1% remained neutral, while both "strongly disagree" and "strongly agree" received equal responses (13.8%). Only 10.3% of students disagreed. This distribution, especially the neutrality and the equal split of responses between "strongly disagree" and "strongly agree", reveals that students' feelings about sharing their work vary noticeably.

9- I feel inspired when I receive feedback about my writing.

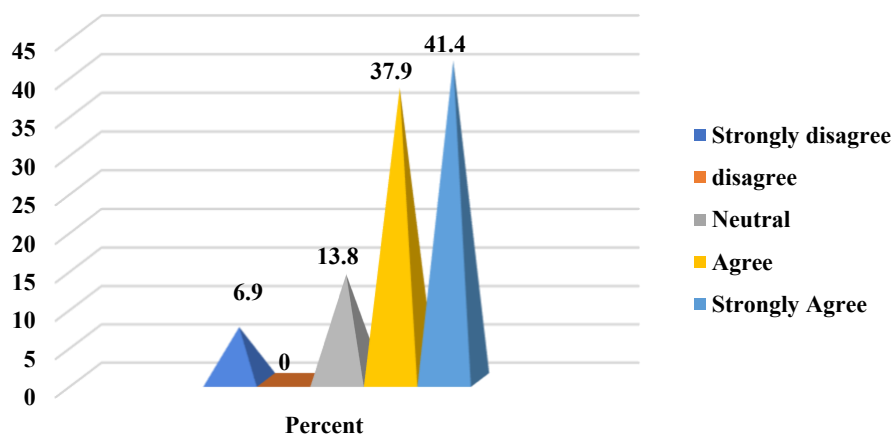
**Table 27**

*Receiving Feedback about Writing*

	Frequency	Percent
<b>Strongly disagree</b>	2	6.9
<b>Disagree</b>	0	0
<b>Neutral</b>	4	13.8
<b>Agree</b>	11	37.9
<b>Strongly Agree</b>	12	41.4
<b>Total</b>	<b>29</b>	<b>100</b>

**Figure 24**

*Receiving Feedback about Writing*



With regard to the statement "I feel inspired when I receive feedback about my writing", the table and the figure above show that most students (41.1%) strongly agreed, followed by 37.9% who agreed. Meanwhile, 13.8% of students chose "neutral," and only 6.9% responded with "strongly disagree". These findings suggest that most students are positively influenced by feedback.

#### 3.4.3.4. Section 4: Open-Ended Questions

10- What keeps you motivated to write in English?

**Table 28**

*Sources of Motivation for Writing in English*

<b>Theme</b>	<b>Example Responses</b>
<b>Love for the English Language</b>	"I like the English language", "It is the preferred language", "I love the language itself"
<b>Desire for Self-Improvement</b>	"I want to develop my English skills", "Improve my skills", "Develop myself", "Practice makes perfect"
<b>Expression of Ideas and Emotions</b>	"I can express my emotions", "Helps me express myself", "Expressing my thoughts"
<b>Future Goals and Ambitions</b>	"My future", "To become a famous writer", "I study with it", "To use it in real life", "Because my dream is..."
<b>Interest in Topics</b>	"Topics I am interested in", "Writing about my favorite topics", "Talking about subjects that I like"
<b>Teacher or Peer Encouragement</b>	"My teacher advice", "When you are welcome", "When there are plus points"
<b>Challenge and Enjoyment</b>	"The challenge of crafting clear responses", "I enjoy... through practice", "It is not hard"
<b>Use of Technology</b>	"Using technologies makes it easy", "Writing in English helps me learn and express"

The responses illustrated in the table above show that students are motivated by both internal factors such as love for the language, personal growth, and emotional expression, and external factors such as teacher support. Many students linked motivation to future goals and

ambitions. Few focused on the role of technology and challenges as motivating aspects to learn writing.

11- What problems do you have with writing?

**Table 29**

*Writing Challenges Reported by Students*

<b>Theme</b>	<b>Examples from Students' Responses</b>
<b>Vocabulary Limitations</b>	"Not enough vocabulary", "Vocabulary problems", "Difficult words", "Choosing the right words"
<b>Grammar Issues</b>	"Sometimes I struggle with grammar", "Grammar problems", "Correct words and grammar", "Word spelling and connectors"
<b>Spelling &amp; Punctuation</b>	"Spelling mistakes", "Spelling errors", "Punctuation problems", "Spelling some words"
<b>Idea Generation &amp; Organization</b>	"Organizing my ideas", "Bringing ideas", "Having ideas", "Linking the ideas", "Difficulty in filling", "Translater sentences"
<b>Lack of Practice/Confidence</b>	"Lack of practice", "Making mistakes", "Not being used to writing", "I sometimes struggle with making sure my responses are clear"
<b>No Problems Reported</b>	"Nothing", "I have no problems"

As shown in the table above, lack of vocabulary, grammar issues, spelling and punctuation are the most reported problems in writing. Some students said that they encounter difficulties in generating and organizing ideas, while few others stated clearly that they had no difficulties in writing.

12- Which kind of help (teacher, peer, feedback, AI tools) makes you feel more confident in writing?

**Table 30**

*Sources of Support*

<b>Theme</b>	<b>Example Responses</b>
<b>Teacher Support</b>	“Teacher”, “My teacher”, “The teacher makes me feel more confident in writing”, “Teacher’s help”, “Feedback from teacher because it shows me my level”
<b>AI Tools</b>	“AI tools”, “Quillbot and Google AI”, “AI like we use Quillbot”, “AI help”, “I use AI tools to check and improve”
<b>Combination (Teacher + AI)</b>	“Teacher and AI”, “AI tools and teacher”, “Helpful feedback from teachers and AI tools”, “The teacher helps me the most, also I use AI tools”
<b>Feedback (General)</b>	“Feedback boosts my confidence”, “Feedback shows me what I did right and what I need to improve”, “Constructive feedback helps me improve”
<b>Peers and Others</b>	“My classmates”, “All of the above”

The above table reveals that the majority of students said that they were confident in writing due to their teacher support. Also, a significant number of them valued AI tools like QuillBot for grammar and vocabulary suggestions. Some responses mentioned the combination of both teacher support and AI tools as an effective way to gain confidence when writing.

#### **3.4.4. Comparison of Pre- and Post-Questionnaire Results Based on Self-Determination Theory Components**

**Table 31**

*Likert Scale Interpretation Based on Mean Values*

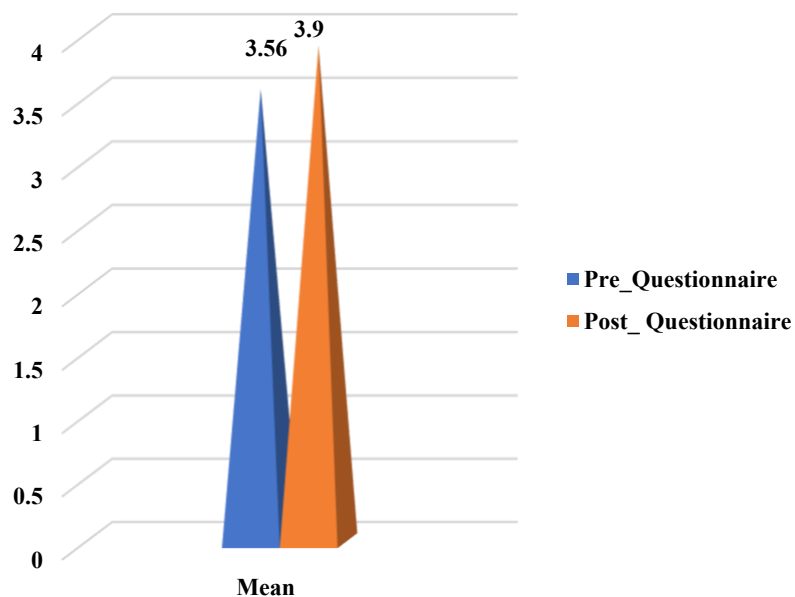
<b>Response Level</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Mean</b>	<b>1 – 1.80</b>	<b>1.81 – 2.61</b>	<b>2.62 – 3.42</b>	<b>3.43 – 4.23</b>	<b>4.24 – 5</b>

The above table is used to understand the mean responses to the questionnaire. Each statement in the questionnaire was rated by students on a scale from 1 (strongly disagree) to 5 (strongly agree). After that, the average score for each statement was calculated. Then, these averages were organised in the above table to make it easier to interpret and analyze students' attitudes and motivation in writing.

The table below presents the mean scores and corresponding response levels for each questionnaire item before and after the treatment. For each statement, the table shows the students' average response (mean) in both the pre- and post-questionnaire, along with the interpreted response level which is read from the previous table. For instance, in the autonomy section, the mean of the first item in the pre-questionnaire is 3.31. According to table 31, this value falls within the "neutral" category in the response level scale.

**Figure 25**

*Mean Score Comparison of SDT-Based Motivation Questionnaire (Pre- and Post-Test)*



**Table 32***Mean Score Comparison of SDT-Based Motivation Questionnaire (Pre- and Post-Test)*

		<b>Pre_ Questionnaire</b>		<b>Post_ Questionnaire</b>	
		<b>Mean</b>	<b>Response Level</b>	<b>Mean</b>	<b>Response Level</b>
<b>Section 1: Autonomy (Control Over Learning)</b>	I feel that I have a choice in how I approach writing tasks.	3,31	Neutral	3,53	Agree
	I enjoy writing when I can express my own ideas freely.	4,48	Strongly Agree	4,28	Strongly Agree
	I feel motivated to write when I can select my own topics.	4,24	Strongly Agree	4,16	Agree
<b>Section 2: Competence (Feeling Capable in Writing)</b>	I feel that I have a choice in how I approach writing tasks.	3,03	Neutral	3,88	Agree
	I enjoy writing when I can express my own ideas freely.	4,62	Strongly Agree	4,31	Strongly Agree
	I feel motivated to write when I can select my own topics.	2,52	Disagree	3,31	Neutral
<b>Section 3: Relatedness (Feeling Connected to Others While Writing)</b>	I feel confident in my writing skills.	3,59	Agree	4,19	Agree
	I believe I can improve my writing with effort and practice.	2,38	Disagree	3,38	Neutral
	I find writing tasks easy to complete.	3,86	Agree	4,09	Agree
<b>Self-Determination Theory Motivation Questionnaire</b>		<b>3.56</b>	<b>Agree</b>	<b>3.90</b>	<b>Agree</b>

As shown in the table above, students' overall responses fell within the "Agree" level in both the pre- and post-test. Nevertheless, there was an improvement in their motivation after the treatment since the mean increased from 3.56 in the pre-questionnaire to 3.90 in the post-questionnaire.

### 3.4.5. Comparison of Pre- and Post-Questionnaire Responses (Open-Ended Questions)

The thematic analysis of students' answers before and after the treatment revealed a clear evolution in their writing motivation, challenges, and sources of support:

1. **Motivation to Write in English:** in the pre-questionnaire, motivation was remarkably driven by students' love for the language and their personal interests and goals. After the treatment, students showed more self-awareness about writing as a skill to be developed as they mentioned that through writing they built their confidence and developed their communication skills.
2. **Writing Challenges:** the responses in the pre-questionnaire varied between the lack of vocabulary, ideas, and grammar difficulties. However, there was more clarity in the post-questionnaire responses; students mentioned organization, spelling, and connecting ideas, which means that they were deeply reflecting on the difficulties they encountered.
3. **Sources of Confidence and Support:** before the treatment, students mainly cited teachers as the primary support. However, after the treatment, students showed awareness of AI tools, namely QuillBot, peer support, and feedback. That is to say, students shifted towards more autonomous strategies to develop their writing motivation.

## 3. 5. Discussion of the Main Findings

### 3.5.1. Discussion of the Pre- and Post-Questionnaire

The comparison of the pre- and post-questionnaire responses reflects an improvement in students' writing motivation after using QuillBot and Google Classroom. According to the SDT-based motivation questionnaire, the mean increased from 3.56 in the pre-questionnaire to

3.90 in the post-questionnaire. Accordingly, this growth indicates that students felt more motivated after the treatment. This can be explained through SDT, as it holds that learners become more motivated when they experience more autonomy, competence, and relatedness. These latter psychological needs appear to have been met by the use of QuillBot and Google Classroom, which enhanced students' intrinsic motivation. As shown by Mohammad et al. (2023), tools such as QuillBot are user-friendly and controllable; hence, they increase students' engagement. This aligns with the observed shift in students' motivation.

In the autonomy section, students' sense of choice in approaching writing tasks increased from a neutral level ( $M = 3.31$ ) to an agree level ( $M = 3.53$ ). This proves that tools such as Google Classroom may have enhanced students' autonomy as they submitted their work independently. Autonomy is enhanced when students feel ownership over their writing tasks. Seemingly, Google Classroom supports this by allowing learners to decide when and how to participate in assignments. Moreover, QuillBot gives them freedom to experiment with their writing without fear of judgment. Both Alghamdy and Alghamdi (2025) and Gürbüz (2024) noticed similar effects, believing that such platforms shift the focus of the classroom from teacher-centered to learner-centered, which intrinsically improves students' writing sense of control.

Similarly, students' competence showed enhancement. For instance, the item "I feel confident in my writing skills" increased from  $M = 3.59$  to  $M = 4.19$ , which indicates that students felt more confident post-treatment. QuillBot's instant feedback supports this perceived competence. This aligns with the findings of Gürbüz (2024), who found that automated writing evaluation tools improve learners' confidence and revision abilities.

Relatedness also remained high because of teachers' feedback through Google Classroom, which means that students felt connected throughout the learning process. The

importance of the sense of connectedness in SDT is supported by the findings of Noori and Farahian (2023), who emphasized how digital peer and teacher feedback strengthens motivation. These shifts in responses suggest that students became more motivated and confident in their writing.

Support for these findings is further found in the open-ended answers. Before the treatment, the majority of students claimed that their motivation was derived intrinsically from their love for the language. Nevertheless, after the treatment, most of them became more aware that writing is not just a personal passion, but a skill that could be developed using tools such as QuillBot and Google Classroom. This shift in motivation from intrinsic to more competence-driven indicates how well QuillBot and other similar tools scaffold students' writing. According to Corcuera (2024), students' sustained use of QuillBot was largely due to its usefulness and accessibility.

In light of all the above-mentioned findings, the first research question - "is there any significant difference in students' writing motivation before and after using QuillBot and Google Classroom?" - is answered.

With regard to the second research question - "What are students' attitudes towards using QuillBot and Google Classroom to enhance their writing experience?"-, Thematic analysis revealed that the majority of students had positive attitudes toward both tools. Many students claimed that QuillBot supported them by correcting their grammatical mistakes and providing vocabulary alternatives. Additionally, Google Classroom was appreciated for its role in organizing writing assignments, allowing access to feedback, and facilitating interaction with teachers. Students stated that receiving feedback through Google Classroom allowed them to improve their writing motivation.

Before using QuillBot and Google Classroom, participants expressed that writing was a difficult task. Their answers revealed low confidence in using grammar correctly, selecting appropriate vocabulary, and organizing their ideas. However, after the treatment, students' answers showed that most students became capable, engaged, and confident in their writing. This shift shows that students are better equipped on how to overcome the challenges they encounter while writing. These results align with those of Thohir et al. (2024), who found that incorporating QuillBot into writing sessions improved students' confidence and paraphrasing skills, especially by lowering grammatical errors and increasing clarity.

Moreover, when asked about the type of support that enhanced their motivation, the majority of students in the post-questionnaire indicated a combination of teacher support and AI tools such as QuillBot. That is to say, students valued AI tools such as QuillBot and Google Classroom as effective tools to improve their writing motivation.

Ultimately, the findings show that students' writing motivation improved after using QuillBot and Google Classroom, and their attitudes towards these tools were strongly positive. Many viewed QuillBot as a helpful tool for paraphrasing, improving grammar, and avoiding repetition, while Google Classroom facilitated easier submission and feedback.

Hence, the research hypotheses -there is a significant difference in students' writing motivation before and after using QuillBot and Google Classroom, and students have a positive attitude towards using Google Classroom and QuillBot- are confirmed.

### **3.5.2. Discussion of the Pre-test and Post-test Scores.**

The significant change in students' motivation can be directly linked to integrating QuillBot and Google Classroom. The crucial role of motivation in enhancing writing performance has already been proved in previous studies such as Gahyon and Rahayu (2020), and Gubta and Weldemarian (2011). Similarly, in this study, the implementation of digital tools

has created an engaging and less stressful learning setting, where students felt more confident and encouraged to participate more in the writing tasks. Consequently, this supports the study's hypothesis that digital tools such as QuillBot and Google Classroom have a crucial role in supporting EFL classrooms' motivation.

In addition, the use of Google Classroom supported students to access assignments easily and gain immediate constructive feedback; this aligns with the findings from earlier studies by Alghamdy and Alghamdi (2025), and Noori and Farahian (2023), which showed that when students were supported by online platforms, they enhanced their writing and became more engaged. Moreover, QuillBot allowed students to improve their writing skills through its instant suggestions; this illustrates its important role as a motivational tool. Studies by Gürbüz (2024) and Mohammad et al. (2023) confirmed that utilizing educational tools, including QuillBot, leads to a more positive attitude toward writing tasks. The findings of the current study prove that the combined impact of these tools is powerful and the improvement of students' writing performance is directly linked to their implementation. Additionally, the smaller distinction between students' scores reveals that the tools promoted equal growth for all students. Moreover, the development in students' scores reflects the positive response to integrating QuillBot and Google Classroom.

Therefore, and based on these findings, it is evident that such educational tools improve learners' autonomy, reduce learning anxiety, and provide supportive feedback. These characteristics enhance motivation and engagement in writing tasks. Collectively, the results reveal that students have adopted a positive attitude toward using QuillBot and Google Classroom.

### **3. 6.Limitations of the Study**

Regardless of its significant results, this study has certain limitations that need to be addressed. The first obstacle that the researchers encountered was the students' internet availability, as some of the students had to be replaced and the process was restarted from the beginning with the new participants. This caused a delay in gathering the pre-questionnaire samples. Moreover, the study was conducted during the test and exam period; therefore, the students' availability was limited and the duration of the study treatment lasted two months for only 6 sessions of writing, which may not have been a sufficient period to observe long-term changes in students' writing motivation. Another major limitation is that most of the students had difficulties in submitting their writing tasks, although the teacher devoted a one-hour session to assist students in how to use the platforms. As a result, researchers kept in touch with them during the whole treatment sessions to complete the assignments. Additionally, as students were no longer present at school because they had finished their final exams, the post-motivation scale test had to be distributed to them digitally. Finally, another point that honestly should be addressed is that the study was limited only to a single secondary school level; this may restrict the results' applicability to a larger population.

### **3. 7.Future Recommendations**

For this study, the researchers outline the following future suggestions, which are considered important and crucial:

- EFL teachers must integrate the use of digital platforms such as Google Classroom and QuillBot when creating writing tasks to improve students' motivation.
- School authorities have to provide teachers with the necessary technological tools, including tablets, for effective use during learning sessions.

- Curriculum designers should integrate the design of writing tasks with platforms like Google Classroom and QuillBot to make students' writing more engaging.

In addition, suggestions for future studies are addressed as follows:

- The use of Google Classroom and QuillBot should be investigated over a long period to ensure greater validity of the results.
- The investigation should include first-year and third-year secondary school students in order to support the generalization of the study.

## **Conclusion**

This chapter was devoted to the practical dimension of the study. It aimed to explore the effect of implementing Google Classroom and QuillBot on students' writing motivation. It included an explanation of the research design, sample, and data collection tools. The research data, including students' questionnaires and writing samples, were presented and analysed. The results were interpreted and discussed in relation to the objectives of the study. This part also provided several important suggestions for both teachers and students, which would assist them in fostering a more motivating environment. Additionally, this chapter acknowledged the limitations that may have affected the progress and the outcomes of this study.

## GENERAL CONCLUSION

The main goal of this quasi-experimental study is to investigate the impact of integrating Google Classroom and QuillBot on students' writing motivation. The study is composed of two chapters. The first chapter describes the theoretical part and is divided into three main headings. The first subtitle presents an overview of QuillBot, including its historical background, definition, main features, functions, and its motivational role in writing. The second one introduces Google Classroom, its various characteristics, and how it supports writing skills. The third part of this chapter explores concepts of motivation, for example, self-determination theory, intrinsic and extrinsic motivation, teachers' role in motivating language learning, and motivation's role in enhancing writing. Lastly, the chapter ends by addressing the main related studies, which discuss EFL writing motivation and the use of digital tools such as Google Classroom and QuillBot in educational settings.

The researchers devoted the second chapter to the research methodological part, which follows a quasi-experimental design including only one group of participants. The investigation incorporates two main data collection tools, among which are writing tasks to measure students' writing performance and a motivation scale questionnaire to examine their attitudes toward writing during pre- and post-intervention. The treatment phase involves utilizing both QuillBot for better writing coherence and Google Classroom for assigning writing tasks. Furthermore, this chapter provides an analysis of pre and post intervention results to evaluate the effectiveness of the tools and to test the hypotheses of the study.

According to the study, it is hypothesized that there would be a significant development in students' writing motivation after using both QuillBot and Google Classroom, and that students' attitudes would shift positively toward the use of these tools. The findings confirm both hypotheses. After analyzing the questionnaires' results, it is evident that students felt more encouraged, motivated and engaged when using the tools.

Considering the experiment results, it is therefore concluded that integrating Google Classroom and QuillBot in writing tasks can positively enhance students' motivation. Thus, it is suggested that teachers should benefit their learners by encouraging them to adopt such tools, and students, on the other hand, should take advantage of these instruments to strengthen their level of confidence and autonomy .

To conclude, this study demonstrates the importance of incorporating educational technologies, namely Google Classroom and QuillBot, in the context of English language teaching to ensure a positive and productive learning experience.

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## **APPENDICES**

**APPENDIX A****Self-Determination Theory Motivation Pre-Questionnaire**Instructions :

❖ Read each statement and rate how much you agree using the scale below :

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

**Section 1 : Autonomy (Control Over Learning)**

1. I feel that I have a choice in how I approach writing tasks.
2. I enjoy writing when I can express my own ideas freely.
3. I feel motivated to write when I can select my own topics.

**Section 2 : Competence (Feeling Capable in Writing)**

4. I feel confident in my writing skills.
5. I believe I can improve my writing with effort and practice.
6. I find writing tasks easy to complete.

**Section 3 : Relatedness (Feeling Connected to Others While Writing)**

7. I feel supported by my teacher when I write.
8. I enjoy writing more when I can share my work with others.
9. I feel motivated to write when I receive feedback.

**Section 4 : Open-Ended Questions**

**10.** What motivates you the most when writing in English ?

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.....  
.....

**11.** What challenges make writing difficult for you ?

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.....  
.....

**12.** What kind of support (teacher, peer, feedback, AI tools) helps you feel more confident in writing ?

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.....  
.....  
.....

**APPENDIX B****Self-Determination Theory Motivation Post-Questionnaire****Instructions:**

❖ Read each statement and rate how much you agree using the scale below:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

**Section 1: Autonomy (Control Over Learning)**

1. I feel free to decide how to write.
2. I like writing when I can say what I think freely.
3. I like writing more when I can choose what to write about.

**Section 2: Competence (Feeling Capable in Writing)**

4. I trust my writing abilities.
5. I think I can improve my writing skills if I keep practicing.
6. I do not have problems finishing my writing tasks.

**Section 3: Relatedness (Feeling Connected to Others While Writing)**

7. My teacher encourages me when I write.
8. I like writing tasks more when I can share them with others.
9. I feel inspired when I receive feedback about my writing.

**Section 4: Open-Ended Questions**

**10.** What keeps you motivated to write in English?

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**11.** What problem do you have with writing?

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.....  
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.....

**12.** Which kind of help (teacher, peer, feedback, AI tools) makes you feel more confident in writing?

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.....  
.....

## APPENDIX C

## A Sample of Students' Pre-test Paragraphs

Secondary School

Dear Samad,

Thank you for your letter.

If I pass my bac exam, I'll be teacher university of English because my dream and dream my grandmather because before he died he asked me to continue what he had started, and I want to rely myself without my parents and to help my family I want to speak English fluently and want to buy handphone very big and Apple iphone and car beautiful and perfume.

I'm looking forward to receiving from you soon.

## APPENDIX D

## A Sample of Students' Pre-test Paragraphs

Secondary <sup>??</sup> Your address Ben maa Said  
 Secondary School Ain-el-Hajel.

Dear Mohamed,

Thank you for your letter.

If I pass my Bac exam, I'll be  
 a teacher in university because I like  
 English to specialize and I hope I want to  
 work as a translator, I would like  
 to make my parents happy, <sup>Beside</sup> without  
 my parents, I would like to work  
 on my soul, I want to buy my dream  
 car myself.

I'm looking forward to receiving  
 from you soon.

## APPENDIX E

## A Sample of Students' Pre-test Paragraphs

Dear Nada,

Thank you for your letter.

If I pass my bac exam, I longue  
the English in the Algerian Algeria  
because I want to be a teacher of  
English. because it was my dream  
since my childhood.

I'm looking forward to  
receiving from you soon

## APPENDIX F

## A Sample of Students' Post-test Paragraphs

Dear citizens,  
 preparedness is the important key in all crises,  
 but being prepared does not always equate to prevention.  
 However in some cases as in fire safety preparations  
 we can prevent fires and can most certainly save our  
 lives.

Before floods you should listen to the weather  
 news or flood warnings; Moreover, you should  
 not build houses near rivers or in low areas.

During floods; you should stay calm. Moreover, you  
 had better not walk or drive through flood water, it is  
 dangerous.

After floods; you should not return home until the  
 authorities say it is safe; Moreover, you should clean  
 your house.

Natural phenomena are part of our world and  
 their impacts can be significant. Understanding and preparing  
 for them is crucial to minimizing their negative effects  
 and harnessing their positive opportunities.

## APPENDIX G

## A Sample of Students' Post-test Paragraphs

Dear Citizens,

Preparedness is the important key in all crises, but being prepared does not always equate to prevention. However, in some cases as in the floods...

Before floods, you should listen to the weather news for floods warnings and not build houses near rivers or in low areas. During floods, you had better stay calm and do not walk or drive through floods water, it is dangerous.

After floods, you ought not to return home until the authorities say it is safe.

In conclusion, Natural disasters are powerful events that affect people and the environment requiring awareness and precaution to lessen their impacts.

## APPENDIX H

## A Sample of Students' Post-test Paragraphs

Dear citizens,

Preparedness is the important key in all crises, but being prepared does not always equate to prevention. However, in some cases, as in floods safety, preparations can most certainly save our lives.

Before floods, you should listen to the weather news for flood warnings, and ~~don't~~ build houses near rivers or in low areas. During floods, you ought to stay calm, also don't walk or drive through flood water, it is dangerous. After floods, you'd better not return home until the authorities say it is safe, and clean your house.

In conclusion, disasters challenge our resilience and preparedness. However, with proper planning and awareness, we can respond effectively and safeguard lives and property.

## الملخص

تهدف الدراسة الحالية إلى معرفة تأثير استعمال Google Classroom و QuillBot في تحفيز تلاميذ التعليم الثانوي من متعلمي اللغة الإنجليزية كلغة أجنبية على الكتابة، إضافة إلى ذلك السبب الرئيسي لهذه التجربة هو إثبات أن الوسائل الالكترونية المذكورة ذات تأثير هام في دعم التلاميذ على الكتابة باللغة الإنجليزية. الدراسة طبقت على مجموعة واحدة اختيرت من تلاميذ السنة الثانية ثانوي في مؤسسة بن ناعة سعيد، كما اعتمدت على استعمال بيانات كمية ونوعية من خلال استبيان يعتمد على نظرية التحديد الذاتي لقياس دافعية التلاميذ على الكتابة، بالإضافة إلى مهمات كتابية. أظهرت النتائج أن دافعية التلاميذ على الكتابة تحسنت بشكل جيد بعد أن تم استعمال الأدوات حيث ارتفع معدل الاستبيان من 3.56 إلى 3.9، ومعدل اختبار الكتابة من 7.13 إلى 12.49. أظهرت النتائج أن دافعية التلاميذ على الكتابة تحسنت بشكل جيد بعد أن تم استعمال الأدوات، وهذا يشير إلى أن استعمال هذه الأدوات التعليمية له أثر إيجابي على التلاميذ أثناء حصص الكتابة، كما يحفزهم على المزيد من المشاركة والاهتمام. ونتيجة لذلك فالدراسة الحالية تؤكد مدى أهمية استخدام هذه الوسائل التكنولوجية في دعم دافعية التلاميذ نحو الكتابة.

*الكلمات المفتاحية:* Google Classroom، QuillBot، دافعية الكتابة، نظرية التحديد الذاتي، متعلمي الإنجليزية

كلغة أجنبية