AN ANALYSIS ON THE USE OF CHAT-GPT IN THESIS PROPOSAL WRITING BY ENGLISH EDUCATION STUDENTS AT UIN BUKITTINGGI A THESIS PROPOSAL

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ABSTRACT

Fernando Ade Saputra, 2318030. AN ANALYSIS ON THE USE OF CHAT-GPT IN THESIS PROPOSAL WRITING BY ENGLISH EDUCATION STUDENTS AT UIN BUKITTINGGI A THESIS PROPOSAL*, A Thesis,* State Islamic University of Sjech M Djamil Djambek Bukittinggi, 2025.

This study aims to explore how students at UIN Bukittinggi utilize ChatGPT in the process of writing their thesis proposals, focusing on the strategies, benefits, and challenges they encounter. Thesis proposal writing is a complex and critical academic task that requires careful planning, methodological clarity, and adherence to academic standards. Students often face difficulties in selecting appropriate topics, developing research concepts, formulating methodology, and avoiding plagiarism. With the emergence of artificial intelligence (AI) tools like ChatGPT, students now have access to on-demand assistance, prompting questions about how such technology is integrated into various stages of proposal writing and to what extent it supports or hinders academic integrity and learning.

The research employed a qualitative approach, using in-depth interviews and document analysis as primary data collection methods. Ten thesis proposals were analyzed to identify patterns of ChatGPT usage across different sections, particularly in Chapters I, II, and III. Structured interviews were conducted with students to gain insights into their experiences, strategies, and perceptions regarding ChatGPT's role in planning, drafting, revising, and editing their proposals. Methodological triangulation was applied by combining observational data from document analysis with interview responses to ensure credibility and depth of understanding.

The findings reveal varied patterns of ChatGPT utilization, with significant reliance observed in specific sections such as "Type of Research" and "Instrument and Technique of Data Collection," while other sections like "Setting of Research" and "Variables of Research" showed minimal or no AI involvement. Students used ChatGPT as a conceptual guide, especially in structuring literature reviews, clarifying methodological concepts, and generating writing templates. It also served as a reflective tool during revision, helping align research questions with methodology. However, challenges remain regarding over-reliance, accuracy of generated content, and ethical concerns about academic integrity. Overall, ChatGPT functions not only as a writing aid but also as a thinking partner, though its effectiveness depends on the student's critical engagement and advisor guidance.

Key Terms: Chat-GPT, Thesis Proposal, Writing

ABSTRAK

Fernando Ade Saputra, 2318030. AN ANALYSIS ON THE USE OF CHAT-GPT IN THESIS PROPOSAL WRITING BY ENGLISH EDUCATION STUDENTS AT UIN BUKITTINGGI A THESIS PROPOSAL*, A Thesis,* State Islamic University of Sjech M Djamil Djambek Bukittinggi, 2025.

Penelitian ini bertujuan untuk mengeksplorasi bagaimana mahasiswa di UIN Bukittinggi memanfaatkan ChatGPT dalam proses penulisan proposal skripsi mereka, dengan fokus pada strategi, manfaat, dan tantangan yang mereka alami. Penulisan proposal skripsi merupakan tugas akademik yang kompleks dan kritis, membutuhkan perencanaan yang matang, kejelasan metodologis, serta kesesuaian dengan standar akademik. Mahasiswa sering mengalami kesulitan dalam memilih topik, mengembangkan konsep penelitian, merumuskan metode, dan menghindari plagiarisme. Dengan munculnya alat kecerdasan buatan (AI) seperti ChatGPT, mahasiswa kini memiliki akses bantuan yang bisa diperoleh kapan saja, sehingga muncul pertanyaan mengenai bagaimana teknologi ini diintegrasikan dalam berbagai tahap penulisan proposal dan sejauh mana bantuan tersebut mendukung atau justru menghambat integritas akademik dan proses belajar.

Penelitian ini menggunakan pendekatan kualitatif dengan metode wawancara mendalam dan analisis dokumen sebagai teknik pengumpulan data utama. Sepuluh proposal skripsi dianalisis untuk mengidentifikasi pola penggunaan ChatGPT pada berbagai bagian, khususnya pada Bab I, II, dan III. Wawancara terstruktur dilakukan kepada mahasiswa untuk memperoleh wawasan mengenai pengalaman, strategi, dan persepsi mereka terhadap peran ChatGPT dalam perencanaan, penulisan awal, revisi, dan penyuntingan proposal mereka. Triangulasi metodologis diterapkan dengan menggabungkan data observasi dari analisis dokumen dan hasil wawancara untuk memastikan kredibilitas dan kedalaman pemahaman.

Temuan penelitian menunjukkan adanya variasi dalam pola penggunaan ChatGPT, dengan ketergantungan yang signifikan terlihat pada bagian-bagian tertentu seperti "Jenis Penelitian" dan "Instrumen serta Teknik Pengumpulan Data", sementara bagian lain seperti "Latar Belakang Penelitian" dan "Variabel Penelitian" menunjukkan sedikit atau tanpa keterlibatan AI. Mahasiswa menggunakan ChatGPT sebagai panduan konseptual, terutama dalam menyusun tinjauan pustaka, memperjelas konsep metodologis, dan membuat templat penulisan. Selain itu, ChatGPT juga berfungsi sebagai alat reflektif selama proses revisi, membantu menyelaraskan pertanyaan penelitian dengan metodologi. Namun, tetap ada tantangan terkait ketergantungan berlebihan, akurasi konten yang dihasilkan, dan isu etika mengenai integritas akademik. Secara keseluruhan, ChatGPT tidak hanya berfungsi sebagai alat bantu menulis, tetapi juga sebagai partner berpikir, meskipun efektivitasnya sangat bergantung pada keterlibatan kritis mahasiswa dan bimbingan dosen.

Key Terms: Chat-GPT, Thesis Proposal, Writing

CHAPTER I

INTRODUCTION

A. Background of the Problems

Artificial intelligence (AI) is playing a bigger role in education, and more research is being done to understand how it helps. AI can do many useful things like give students personalised tasks, help teachers improve their skills, assess student work, and make learning more interactive and adaptable. It can also predict how students will perform, support better school management, and help make decisions based on data (Chiu et al., 2023). Even before the pandemic, schools in countries like the U.S., Japan, and South Korea were already using AI tools (Tahiru, 2021).

Studies show that when used well, AI can boost teaching and learning by helping teachers do their jobs better (Mollick & Mollick, 2023). For example, AI chatbots can help new teachers build their skills through practice and feedback (Yeo & Lee, 2022). In early childhood education, AI has helped young learners understand technology and improve skills like creativity, teamwork, and problem-solving (Su & Yang, 2022). Other studies found that AI tutors can improve student motivation, confidence, and learning results (Iku-Silan et al., 2023).

One popular AI tool, ChatGPT, has become especially useful in education. It can create custom lessons, give students quick feedback, make fun learning materials like quizzes and games, help grade assignments, and adjust

learning experiences to fit each student's needs (Liu et al., 2022; Mizumoto & Eguchi, 2023; Ray, 2023).

GPT (Generative Pre-trained Transformer) is a transformer-based language model developed by OpenAI that is pre-trained on a massive text corpus. GPT has been fine-tuned for a vast array of natural language tasks such as text generation, language translation, and question-answering. GPT is a unidirectional model in which it only reads the text from left to right. GPT has been celebrated for its extraordinary capability in language generation tasks. GPT has come out in three editions: GPT-1, GPT-2, and GPT-3, where each one is bigger and has more capabilities than the previous one. GPT-3 is the biggest so far with 175 billion parameters (Essel, 2023).

ChatGPT is a very useful tool that can aid students and researchers in writing academic assignments and research papers. ChatGPT can change the way higher education approaches writing and research. ChatGPT can help in many ways, from generating ideas and outlines to improving grammar and sentence structure, language fluency and writing style, and providing feedback for revision. Evidence suggests that it helps writers with brainstorming, planning concepts, editing errors, and clarifying and improving the quality of writing through exemplars and suggestions (Chukwuere, 2024).

Researchers conducted preliminary research with fellow students who were working on their final thesis writing from last November 2024. Seeing and researching and understanding whether fellow students were using AI in their thesis. After conducting many discussions, it turned out that almost all final year

students who wrote their thesis used AI in full.

For example, AS, when tested by using AI detector from Quilbot and ZeroGPT showed significant usage of AI in her writing

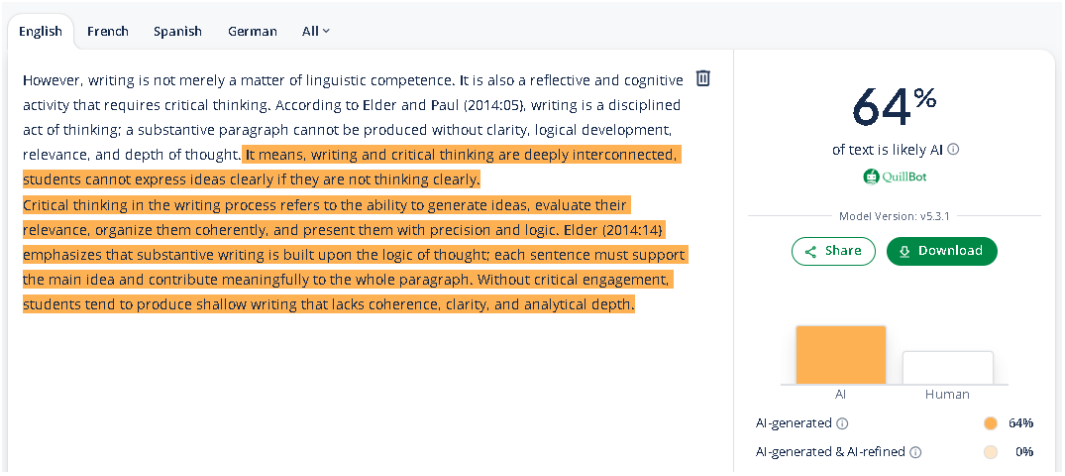


Figure 1.1 AI Detector Quilbot Interface

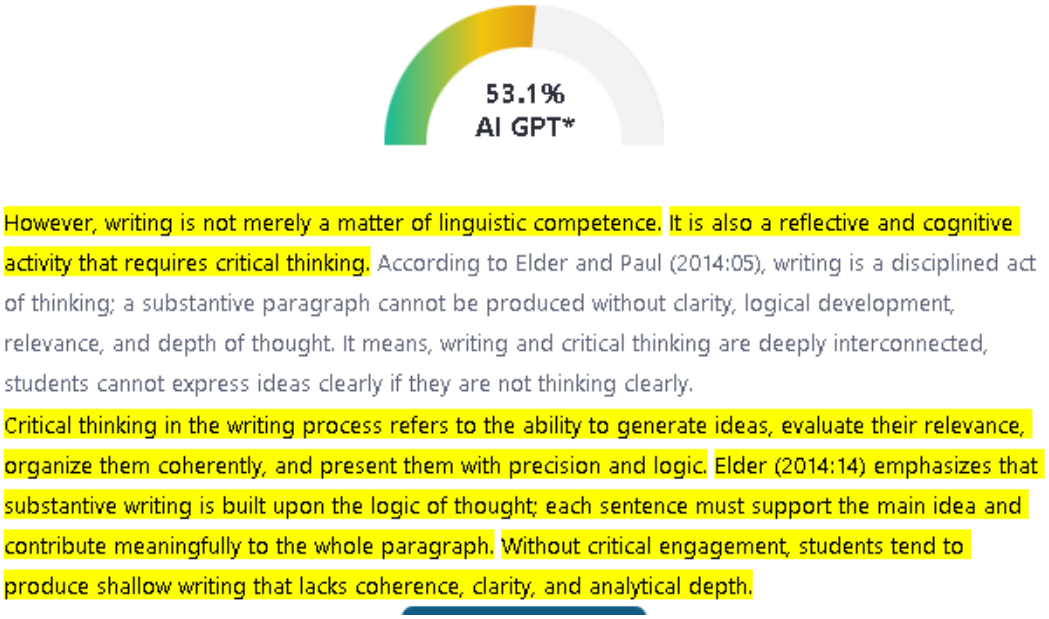


Figure 1.1 AI Detector zeroGPTInterface

Not only that, writing a thesis using AI, some students said, was like an addiction where students were at a loss if they did not use Ai in their writing. Researchers heard that there were students who saw other students getting angry

with their supervisors using AI because they were not wise in using it because the students had copied all the results from AI without reading and reviewing them and rewriting them into their thesis according to their thoughts. When asked by the researcher why this could happen, the angry student replied that the student was stuck in his thoughts and was used to using AI in all his scientific writing assignments and submitted all his assignments to AI without thinking whether what AI wrote was correct or not, in accordance with the supervisor's instructions or not and whether it could be understood or not. This was considered very serious by the researcher because it had killed the critical thinking of students and killed the ideas that existed in each student because everyone's ideas were very unique.

Students often struggle with pessimism and lack of motivation due to tasks that are perceived as difficult and time- consuming, especially final projects. The emergence of Artificial Intelligence (AI) has further exacerbated this challenge. Students perceive AI as a tool that can easily complete assignments without the need for critical thinking or independent effort, potentially leading to academic dishonesty and decreased learning outcomes.

However, it is crucial for students to maintain a balance between relying on AI assistance and developing their own writing skills. While tools like ChatGPT can generate high-quality essays, over-reliance might diminish students' motivation to engage deeply in the writing process (Jelson et.al, 2023). Therefore, optimal use involves treating ChatGPT as a means to augment personal effort rather than a replacement for it. By doing so, students ensure that

they are actively involved in the critical thinking and creative processes essential for effective writing. therefore, researchers are interested in researching with the title “An Analysis of Using Chat-GPT as a Tool in Thesis Proposal Writing in UIN Bukittinggi”

B. Identification of the Problems

Based on the background of the problem, there are some problems that can be defined as follows:

1. Many students have become overly reliant on AI, such as Chat-GPT, for writing their thesis proposals.
2. Students have admitted that using AI feels addictive, making it difficult for them to write independently.
3. Some students blindly trust AI-generated content without verifying its accuracy or relevance to their research.

C. Limitation of the Research

Based on the identification of the problem above, this research will be limited which focused on analysis of the use of AI as a tool in Thesis Proposal Writing at UIN Bukittinggi

D. Research Question

Based on the limitation of the problem above, the problem formulated in following question, “How do students utilize ChatGPT features during the process of writing their thesis proposals at UIN Bukittinggi?”

E. Purpose of the Research

Based on the research questions above, the purposes of the research is to

describe students' methods and strategies in utilizing ChatGPT features for thesis proposal writing at UIN Bukittinggi.

F. Significance of the Research

1. Theoretically

Theoretically, the study adds to the growing body of literature on the incorporation of artificial intelligence in education, especially in academic writing. The present research sheds light on the impact of AI tools such as Chat-GPT on students' writing process, critical thinking, and creativity. The findings can provide the basis for further academic investigation of the performance and the possible ethical dimension of AI use in higher education, particularly with regards to language learning and writing abilities development. Furthermore, it contributes to existing theory of technology-enhanced learning and how this affects thinking capacities.

2. Practically

In practice, this research helps students, teachers, and academic institutions raise their awareness of responsible use of AI in academic writing. For students, it promotes more critical and strategic usage of AI tools instead of taking them for granted. Teachers can leverage the insights to build strategies for leading students in upholding originality and improving their writing skills in the digital environment. Institutions can also benefit from creating policies and guidelines for the application of AI in education ethically so that technology complements, rather than detracts from, students' learning and intellectual growth.

G. Definition of the Key Term

To prevent misunderstanding within this study, it is essential to clarify certain terms, such as the Scientific Approach in teaching English:

1. Artificial Intelligence (AI)

   Innovation outlined to imitate human insights and competent of performing errands that ordinarily require human insights, such as common dialect preparing, decision-making, and learning.

2. Chat-GPT

   A generative pre-trained transformer model developed by OpenAI that uses machine learning to generate human-like text based on input prompts. It is used here as a tool for assisting in academic writing.

3. Writing

   Students' capacity to build consistent, organized, and in- depth contentions in scholarly composing, reflecting expository and basic considering forms

4. Thesis Proposal

   A scholarly archive that contains a investigate arrange that will be carried out by understudies as a condition for completing undergrad considers

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Thesis Proposal Writing

1. Definition of Thesis Proposal Writing

A thesis proposal is a formal document that presents a plan for the research that a student will conduct to earn a graduate degree. This document explains the purpose, method, and significance of the proposed research. In a thesis proposal, students usually include the background of the problem, the formulation of the problem, the literature review, and the methodology that will be used in the research.

Writing is the process of putting thoughts, feelings, and ideas into written form while paying close attention to using the language in the most appropriate way possible (Evans & Lindsay, 2020). Writing is a thinking process after going through the process, authors generate written work that is based on their thoughts. In other terms, writing can be characterized as a method of communication that involves putting thinking, observation, or idea into written form so that it can be shared.

Writing is a skill that everyone must have to be able to write and communicate. In the university context, writing is a crucial skill as it is one of the four essential skills students need to master well. However, acquiring this skill takes a lot of work. This assertion follows that Richard and Renandya state that learning to write in a second or foreign language is the most challenging skill for beginners (Richards& Renandya, 2002). The

challenge lies in developing and organizing ideas and turning these concepts into understandable language. This difficulty will be more evident if they become more proficient in the language. In addition, some weak writing sub-skills also contribute to the difficulty.

2. Component in Thesis Proposal Writing

Thesis proposal writing is a complex and rigorous process. In general, a thesis consists of several main components, namely: (Pedoman Penulisan Skripsi Fakultas Tarbiyah dan Ilmu Keguruan, 2020)

a. The introduction serves to provide an overview of the research, starting from the background of the relevant problem to the formulation of clear research objectives.

b. The literature review then presents the theoretical basis and the results of previous research on which the research is based.

c. The research method explains in detail how the research is conducted, from the research design to the data collection and analysis techniques.

The same thing was also mentioned that the criteria for a thesis proposal are: (Pedoman Penulisan Proposal Skripsi dan Skripsi, 2020)

a. The thesis proposal consists of 3 chapters that meet the following elements:

   1) Introduction

   2) Literature Review

   3) Research Methods

b. No indication of plagiarism

c. Using the main references in the form of relevant books and journals.

So, it can be concluded that there are 3 main components in the preparation of thesis proposals, namely Introduction, Literature Review, and Research Method, which in the preparation must pay attention to several things such as being free of plagiarism and using scientific references such as books and journals that are relevant to the topic discussed.

3. The process of writing

Some English teachers place a strong emphasis on the writing process. Writing process emphasizes the process of creating meaning, as well as the principles of goal setting, drafting, revising, and editing. It focuses on how writers develop and produce text. Producing written text requires a variety of phases.

The writing process consists of four steps: planning, drafting, editing (reflecting and rewriting), and producing a final edition (Jeremy & Harmer, 2004)

a. Planning

During this first stage, authors discuss ideas, analyze their objective, and consider their audience to choose what they will write. Writers may make outlines or organize their thoughts in order to better format their content.

b. Drafting

This is the stage at which the writer starts writing down his or her ideas. Drafting is sometimes regarded as an exploration phase

in which writers begin structuring their ideas into cohesive phrases and paragraphs without thinking too much about perfection or correctness.

c. Editing

After drafting, writers reflect on their work and review what they have written. This includes testing for clarity, coherence, and consistency. Editing entails making changes to the text, such as rearranging material, improving word choice, correcting grammar, and polishing concepts. It frequently requires numerous rounds of editing.

d. Producing (Final Edition)

This is the stage at which the writer creates the final version of the text. After revisions and edits, the final copy should be polished and ready for presentation, with all errors corrected and the text meeting its intended purpose.

Writing is recursive (Long Ed., 2014). It means that the student writers will most likely have to re-plan, re-draft, and re-edit. Even if student writers have completed the final draft, they may decide to re-plan, re-draft, or re-edit their work.

Seow, A. (2002) states that writing process as a private activity can be divided into four major stages: planning, drafting, revising, and editing.

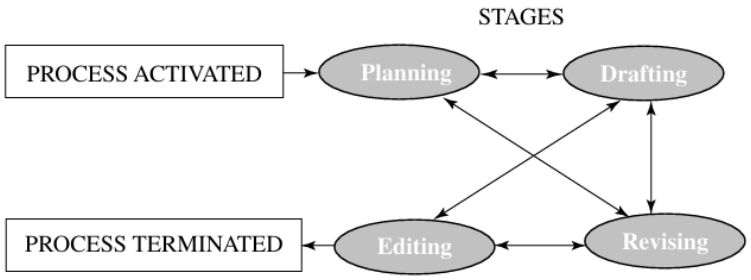


Figure 1: The writing process

1. Planning (Pre-Writing)

Pre-writing refers to any activity in the classroom that promotes students to write. It sparks ideas for getting started. This approach encourages students to generate ideas and acquire knowledge before writing, rather than starting with a blank page. Students at this stage will learn through the following activities:

a. Group brainstorming

Group members share their thoughts on the topic. Spontaneity is essential here. There are no correct or incorrect replies. Students may start with familiar ground and then go on to more abstract or wild territory.

a. Clustering

Students generate words based on a stimulus provided by the teacher. The words are circled and then joined with lines to form identifiable clusters. Clustering is a basic but effective method.

b. Rapid free writing

Individual students note down single words and phrases on a topic in 1 or 2 minutes. The time limit motivates writers to think quickly and efficiently. Rapid free writing is used when group brainstorming is not an option or when the intimate character of a topic necessitates a different approach.

c. Wh-questions

Students generate who, why, what, where, when, and how questions regarding a given topic. More such questions can be asked about the replies to the previous set of wh-questions, and so on. This can continue endlessly.

2. Drafting

After gathering enough ideas throughout the preparation step, the first draft of writing can be completed rapidly. During the drafting stage, writers prioritize fluidity over grammar and neatness. One aspect of successful writing is the author's ability to visualize an audience.

An introduction to a writing genre (narrative, exposition, or argumentative) can include a catchy statement, a brief summary, a quotation, a provocative question, a general statement, an analogy,

or a statement of purpose. This method could lead to success at the drafting round.

Responding to student writing, whether by the teacher or by peers, is critical to the successful application of process writing. Responding occurs in between drafting and revising. It is the teacher's rapid initial response to students drafts. After completing the initial draft, students can respond either orally or in writing before revising.

3. Revising

Students modify their texts based on criticism offered during the responding stage. They review written content to ensure clear communication with readers. Revising is not only checking for language mistakes (I.e., editing). This improves global content and organizes concepts to clarify the writer's goal for readers. Another revision activity could involve students working in pairs to read aloud each other's manuscripts before modifying them. Listening to one's own writing encourages mindful rethinking and revision.

4. Editing

Students are currently polishing up their texts as they prepare the final draft for teacher review. They check their own or their peers' work for grammar, spelling, punctuation, diction,

sentence structure, and the accuracy of supporting textual elements such as quotations, examples, and so on.

While Keen (2017) employed that writing process as prewriting, drafting, revising, and celebrating stages.

a. Prewriting

Students frequently struggle with deciding what to write about. Students lack a clear sense of what to write. This prewriting approach assists students in writing from the moment they begin. To write well, students should plan ahead of time through prewriting (María et al., 2020). The writing process, which begins with prewriting and exploration, allows students to think about what they will write (Keen, 2017).

b. Drafting

The facts and thoughts gathered during the prewriting stage are now in textual form. During this period, students prepare to incorporate extra concepts and elements that did not surface during prewriting. Writing in the drafting process is meant to allow students to create compositions or texts that are worth reading without regard for spelling, punctuation, or expression (Keen, 2017). Students develop concepts from the previous stage into a complete text, paying attention to text structure and appropriate language components, so that the writing is meaningful to read.

c. Revising

Keen (2017) stated that revising is crucial for authors to fully engage with the composition of their material, even if it can be tough for certain students who prefer to make minor changes where they make some of the most exciting finds. Revising is as important a stage in the writing process as prewriting, planning, and completing the first draft. At this point, peer review is a viable strategy. Peer review allows students to offer and receive comments from one another, which is beneficial for writing development. Revising refers to rewriting a paper to enhance clarity and expand on previous work. Students can organize their works based on the feedback they receive from peer review. This will improve students' writing skills. Revising allows students to identify problems in their writing and make necessary corrections.

d. Celebrating

Celebration is a crucial part of the writing process for students, similar to publication for professional writers. It allows them to share their experiences and ideals with an audience, providing encouragement for the next challenge.

To summarize, the process writing method emphasizes the iterative nature of writing, stating that excellent texts grow

through planning (prewriting), drafting, editing, and publication (celebration).

4. Challenges in Writing a Thesis Proposal

Here are some common challenges or difficulties faced when writing a thesis proposal. (Hasanah (2022)

a. Topic Selection: Choose a topic that is appropriate and relevant to the field of study.

b. Concept Development: Developing clear and structured concepts and ideas.

c. Data Collection: Collect relevant and sufficient data to support the proposal.

d. Method Development: Develop appropriate and effective research methods.

e. Timing: Organizing sufficient time to write the proposal and meet deadlines.

f. Resource Management: Managing available resources, such as literature, data, and funds.

g. Writing Skill Development: Developing clear, effective, and academic writing skills.

h. Stress Management: Managing stress and pressure that arise during the proposal writing process

To sum up, the research proposal confronts a variety of problems, which require special attention and strategy. From choosing a topic to

relevant concepts, methods, time, and resource considerations, it is the stage wherein each step demands undivided attention and some critical thinking to counter. Besides all academic skills such as data collection, writing, and research, one also needs some personal resilience to cope with the stress and challenges of the process. Overcoming these challenges is important, not only to produce a strong proposal but also to set the groundwork for the entire thesis process.

In addition, writing a thesis proposal is regarded as the most critical but also the most difficult assignment for many learners, especially those in higher education. Determining a research question that is clear, concise, and new forms one of the main hurdles. It requires a lot of laborious analysis in the literature and, from there, identifying the gaps in the research. But as noted by Sutrisno et al. (2024), an increasing number of students have this issue of plagiarism, which greatly undermines the quality and integrity of their academic work. They might be tempted to copy ideas, data, or even sections of text, especially when they are facing deadlines.

Maintaining academic integrity is an important aspect in writing a thesis proposal. Granting credit to ideas from others and upholding original thought throughout the work are two other cornerstones of academic integrity. Sutrisno et al. (2024) rightly remark that plagiarizing can be very detrimental to students, whether intentional or not. To copyright another's research or ideas is to breach academic ethics, and this, depending on the

case, could even attract legal and professional penalties. In extreme situations, it can ostracize a student from the institution and permanently mark the academic career of the incorrigible offender. Therefore, it is important that mechanisms to avoid these pitfalls should be taught to every student.

At stake is proper citation and referencing in thesis proposal writing. Sutrisno et al. (2024) argued that proper citation practice is so important in keeping academic honesty from being breached. When a source is directly quoted, paraphrased, or summarized, credit must be given. Without doing so, an accusation of plagiarism can come upon the person, even if done unintentionally. Sometimes, with the pressure of submitting a well-written thesis proposal on time, students bypass proper citation practices, either due to ignorance or lack of confidence in their writing skills.

This problem is further compounded with the availability of online sources and the ease of information duplication from cyber sources. According to Sutrisno et al. (2024), a lot of digital accessibility makes it even more tempting for students to take content without giving credit to the source. In their opinion, online databases and research tools have given students a perfect hiding place, making them believe that reproducing the text found in scholarly articles is a shortcut to completing their thesis proposals. This way of working defeats them academically and undermines their ability to think analytically and hone their research ideas

independently.

5. How to Write an English Education Thesis Proposal UIN Sjech M. Djamil Djambek Bukittinggi

UIN Bukittinggi requires students to write a thesis as a requirement to obtain a bachelor's and master's degree.Students are given the freedom to determine what their thesis will be like, but are accompanied by a guidebook provided by UIN Bukittinggi. The final assignment is a scientific work written by students as a requirement for completing studies at the S1 or D3 .The number of final assignments is at least 50 pages and the number of thesis is 70 pages with Indonesian language and 50 pages of foreign language. The language written in scientific papers is standard language which conforms to the spelling perfected by Indonesian. Writing a thesis begins with writing a thesis, which contains the background, content and research methodology (Pedoman Penulisan Skripsi Fakultas Tarbiyah dan Ilmu Keguruan, 2020)

The research background contains the reasons for choosing the theme supported by empirical data. The description should be supported by an elaboration of policy conditions and general problems related to the research theme. In addition, in chapter 1 and in the background at the end there are ideals and gaps that become problems that will be studied by researchers. in chapter 1 there are also limitations and research focus

problem formulation research objectives and research benefits.

In chapter 2 there is a literature review which contains the first theory, the theory related to the problems and variables studied, then previous research, a framework of thought and a conceptual framework. In chapter 2, all theories related to the title are presented and reviewed and the theories that will be used as a reference in the research are listed.

In chapter 3 of the research methodology, there is a type of research, whether quantitative or qualitative, location and time, as well as research variables, population and samples, and data collection techniques and how researchers analyse data. research methodology in chapter 3 is one of the ways how this thesis can be completed by researchersBased on the statement above, it can be concluded that compiling a writing thesis consists of 3 chapters, chapter 1, chapter 2 and chapter 3. Chapter 1 contains the ideal problem and gap that are the problems that will be studied. Chapter 2 contains theories that will be used as a reference by researchers. Chapter 3 is a way for researchers to solve thesis problems, so that they can be ready to be presented at the proposal seminar.

B. Artificial Intelligence (AI)

1. Definitions of Artificial Intelligence (AI)

Artificial Intelligence (AI) is a branch of computer science that creates intelligent machines to mimic human cognitive abilities. AI involves the principles of data science, mathematics, logic, linguistics, psychology, and computer engineering. AI is designed to perform tasks such

as pattern recognition, machine learning, planning, and reasoning. This ability allows AI to solve complex problems as well as perform functions that would normally require human intelligence (Sutrisno, et al., 2001*)*

In line with the above, John McCarthy revealed that AI is an effort to model human thought processes and design machines to imitate human behavior (McCarthy,1956) It aims to help humans fully in their daily needs, especially in choosing ideas and whatever humans themselves feel about what they don't know.

Next, according to Rich and Knight, AI is the study of how to make computers do things that humans can currently do better (Rich, Elaine dan Knight, (1991). Sometimes humans cannot do things well, therefore this artificial intelligence is expected to have a good effect in helping humans do something better than humans themselves. For example, making a job application letter, making a thesis, thesis proposal, making a newsletter and looking for questions made by teaching staff such as teachers, lecturers and others as a source of knowledge.

Based on the explanation above, it can be concluded that Artificial Intelligence (AI) is a branch of computer science that focuses on developing systems that are able to imitate human intelligence in thinking, learning, and making decisions. AI includes various technologies such as machine learning, deep learning, and natural language processing, which allow computers to recognize patterns, analyze data, and perform tasks automatically with a high degree of accuracy. With its wide application in

various fields, AI continues to develop and contribute to increasing efficiency, innovation, and making human life easier in the digital era.

2. Concept of Artificial Intellegence (AI)

There are 3 basic concepts of AI, namely: (Rifki, et al., *2023)*

a. Machine Learning

Machine learning (ML) was developed and studied to have the ability to learn on its own without human assistance. The development of these machines relies on fields such as physics, statistics, mathematics, and data mining. The goal is to make this machine able to perform analysis without being reprogrammed. Machine learning has the advantage of obtaining data independently. Machine learning leverages the learning of stored data to accomplish specific goals.

b. Deep Learning

Deep Learning is an important part of artificial intelligence that allows machines to mimic the way humans learn through examples. This technique is used in a variety of applications, such as driverless cars that can recognize lanes, traffic signs, and surrounding objects, as well as voice control on electronic devices. With the advancement of technology, deep learning is now increasingly prioritized, allowing computers to process sounds, text, and images with a higher level of accuracy than humans. The model relies on labeled data and neural networks with multiple layers to enhance its capabilities.

c. Neural Network

Neural Networks mimic the way the human biological nervous system processes information. This technology is used to understand patterns and group data through the learning process. Composed of many neurons working together, the network plays a role in digital signal processing and pattern recognition, such as handwriting recognition, data analysis, face detection, and weather prediction. Since 2000, this technology has been applied in various fields, even allowing the development of robots that can act and think without explicit code.

The basic concepts of AI involve several key principles, namely: (Rifki, et al., *2023)*

a. the representation of knowledge and understanding. AI must be able to represent knowledge in a form that can be understood by computers, such as logic rules or artificial neural networks.
b. Information processing. AI must be able to process that information quickly and efficiently, including decision-making and problem- solving.
c. Learning and adaptation. AI must be able to learn from experience and adapt to the changing environment. This can be done through techniques such as machine learning, where AI systems can improve their performance over time by using data as learning materials.

d. The ability to interact with the environment. AI must be able to interact with its physical environment, either through sensors or through an intuitive user interface.

Although it has not been fully achieved, this concept involves creating an AI system that is able to understand the surrounding context and realize itself as an entity operating within it. This may involve the use of technologies such as natural language processing and more advanced pattern recognition. Overall, the basic concepts of artificial intelligence involve the development of systems that can think, learn, and act autonomously in a variety of contexts and environments.

3. Types of Artificial Intelligence (AI)

Here are some common types of AI, including: (Muttaqin, et al., *2023)*

a. Rule-Based System

This type of AI uses predefined rules to generate outputs based on the given inputs. A rule-based system consists of a set of rules and a knowledge base that describes the relationship between inputs and outputs. The system works by matching the input with the appropriate rules to produce the desired output.

b. Expert System

Expert systems are a type of AI that combines the knowledge of human experts with computational abilities to solve complex

problems in a specific domain. The system operates by gathering knowledge from human experts and utilizing it in making decisions or providing appropriate advice. Expert systems are used in fields such as medicine, finance, and engineering.

c. Machine Learning

Machine learning is a branch of AI that involves developing algorithms and statistical models that allow systems to learn from data and experience. In machine learning, systems analyze data to identify patterns and make predictions or decisions based on the information provided. Machine learning algorithms can be classified into several categories, including supervised learning, unsupervised learning, and reinforcement learning.

d. Artificial Neural Network

Artificial neural networks are a type of AI inspired by the structure and function of neural networks in the human brain. Artificial neural networks are made up of many simple processing units called artificial neurons, which are interconnected and interact to process information. Artificial neural networks can be used for tasks such as pattern recognition, facial recognition, and natural language processing.

e. AI in Robotics

AI is also used in the development of robotics, where AI systems are combined with physical robots to generate intelligent and

adaptive behavior. AI robotics involves the use of sensory processing, motion planning, and learning algorithms to enable robots to interact with their surroundings and perform specific tasks.

In addition to the above types of AI, there are also other AI fields such as natural language processing, speech recognition, image processing, and multi-agent systems that involve interactions between multiple AI entities. Each type of AI has different characteristics and uses, and its application depends on the task or problem it wants to solve.

On the other hand, Russell mentioned that there are three types of Artificial Intelligence, including: (Russell, S. J., & Norvig, P. (2010). Narrow Artificial Intelligence

The most common type of AI today. Narrow AI is designed to accomplish specific tasks very well. For example, recommendation systems suggest relevant products or content based on a user's search history and preferences (e.g., Netflix, Amazon), facial recognition unlocks phones with a face or security systems that recognize a person's face and self-driving cars can operate vehicles without a human driver, focusing on driving tasks such as detecting traffic, maintaining distance and following traffic signs.

a. General Artificial Intelligence

General AI is a hypothetical type of AI. General AI has cognitive abilities equivalent to humans, capable of thinking, learning, and understanding abstract concepts like humans. Examples are still in the realm of science fiction, such as robots that can think and act like

humans in films.

b. Super Artificial Intelligence

A type of AI that surpasses human capabilities in every way. Super AI has a much higher intelligence than humans, is capable of solving very complex problems, and may even have self- awareness.

Based on the research above ,the two theories classify AI from different perspectives. The first theory classifies AI according to functionality and application, including rule-based systems, expert systems, machine learning, artificial neural networks, and AI in robotics, each serving different purposes in different fields. Alternatively, Russell's theory classifies AI based on levels of intelligence: Narrow AI that performs specific tasks; General AI that theoretically possesses human-like intellectual abilities; and Super AI that surpasses human intelligence. Whereas the first theory is centered on the utilitarian uses of AI, Russell's theory is focused on its development potential and intellect.

4. The Use and Benefit of Artificial Intelligence (AI) in Writing

Artificial Intelligence (AI) affects every aspect of human life, including education. With its potential to revolutionize various sectors, AI has emerged as a promising tool in improving the teaching and learning experience, especially in English language learning to face many challenges in meeting the diverse needs of students.

In language learning, writing is one of the four skills–LSRW (listening, speaking, reading and writing). Writing is simply about

expressing ideas, opinions, thoughts, feelings, etc on a piece of paper using a pen. It is the activity of transferring knowledge to others into symbols or written statements. Writing is meant to convey thoughts, ideas, and facts in simple and clear language. In writing, there are several skills needed by writers to produce good writing. They are vocabulary, grammar, language usage, organization, spelling, mechanics, etc. However, this is also what often makes students face obstacles when writing. (Wau., 2022)

Since writing is a complex process, there are some problems that can be found in process of writing. Coffin, et al. said that there are several aspects of English grammar that are difficult for students. They are a choice of articles, pronouns, verbs, sentence agreements, etc. In addition, vocabulary is another difficulty that students face in writing. Without mastering vocabulary, students will have fewer opportunities to use their language learning around them especially in writing. Furthermore, students also have difficulty transferring ideas when they have to pour them into concrete forms. This is supported by research by Bitchener and Basturkmen which found that students are unable to organize their ideas and arguments by using the right writing style, and then express their thoughts clearly in English (Haris, et al, 2014)

To overcome these obstacles, the use of Artificial Intelligence (AI) in quality writing can be an innovative solution. Artificial Intelligence (AI) is not only a tool that accelerates efficiency, the use of AI can also be a solution in improving writing skills. AI has great potential to be an

effective tool in writing (Kumalasari, 2024)

Alharbi asserted that the progress in artificial intelligence has led to the development of tools for writing that offer assistance to authors and students through the provision of sentence completion options and text-generating capabilities that closely resemble human-like output. According to Godwin-Jones, AI-powered writing tools have the potential to greatly improve the quality of students‟ written compositions. Mushthoza et al says that AI tools can provide immediate and individualized feedback, identify linguistic errors, and propose alternative expressions or vocabulary options, provide suggestions to enhance readability, detect instances of plagiarism, generate ideas for new topics, facilitate translation, summarize or incorporate works, and to boost motivation. (Al-Raimi, et al., 2024)

There are a lot of AI tools designed to help in writing. Tools like Zotero, Mendeley, and EndNote are indispensable for literature management, efficiently organizing research materials, generating citations, and seamlessly integrating with word processors.

However, these tools don‟t extend support to text generation or writing assistance. For enhancing writing quality, Grammarly and OpenAI‟s ChatGPT are essential, offering AI driven grammar checks, plagiarism detection, and text generation capabilities, which are crucial for writing. Yet, they lack in providing data analysis or reference management features.

Turnitin and Copyscape stand out in the domain of plagiarism detection, employing extensive databases to verify the originality of academic works. However, their functionalities are limited to plagiarism checking and do not encompass text processing or data analysis (Khalifa, et al, 2024)

In addition to the above, there are many other AI tools that can help in writing. Thus, it can be understood that AI has great potential to be an effective tool in writing.

5. Aspects of Using AI in Writing

According to Mohammed Khalifa and friends, aspects of using AI in academic writing and/or research include: (Khalifa, et al., 2024)

a. Help in Writing

In this aspect, AI is seen as a tool that can help in writing by providing idea suggestions, generating text based on user input, or even compiling a preliminary draft of a piece of writing. In addition, AI also helps speed up the writing process so that it is more efficient.

b. Improved grammar

In this aspect, AI is seen as able to improve the quality of grammar in writing by detecting and correcting spelling, grammar, and word usage errors. AI provides automatic corrections and suggestions for improvements to make writing more professional and easy to understand.

c. Structure optimization

In this aspect, AI is seen as able to help optimize the structure of writing by suggesting the best way to structure paragraphs, sentences, and ideas to be more coherent and easy to understand. AI can also analyze logic flows and provide recommendations on more effective text drafting.

d. Plagiarism detection

In this aspect, AI is seen as a tool to detect plagiarism in writing by comparing texts with extensive databases of online and academic sources. The existence of AI can help ensure the originality of the writing by showing parts that may be too similar to other sources.

e. Citation Assistance

In this aspect, AI is seen as helpful in the preparation of citations and reference lists according to the desired academic format, such as APA, MLA, or others. By entering basic information from sources, AI can automatically generate appropriate citations and simplify the referencing process in academic writing.

Meanwhile, according to Septri Rahayu, the use of AI in scientific writing involves several aspects, namely: (Rahayu, 2024)

a. Grammar and spelling checks

According to this aspect, AI can help detect and correct grammatical and spelling errors, ensuring that the text is more accurate and professional.

b. Content Creation

According to this aspect, AI can generate content based on user input, assisting in the creation of articles, essays, and other writings more quickly and efficiently.

c. Plagiarism Detection

According to this aspect, AI is used to detect plagiarism by comparing text with online and academic databases, ensuring the originality of the writing.

The conclusion of both views is that the use of AI in academic writing and research has a very important role in improving the quality of scientific papers. According to Mohammed Khalifa and the team, AI can provide assistance in writing, improve grammar, optimize writing structure, detect plagiarism, and assist in citations. Meanwhile, according to Septri Rahayu, AI also functions in grammar and spell checking, content creation, and plagiarism detection. Overall, AI provides significant support in aspects of the grammar, content, structure, and authenticity of scientific papers.

Based on the research above, researchers are interested in using aspects of the use of AI in writing according to Mohammed Khalifa and Friends because it is more detailed and clearer.

C. Chat-GPT

1. Definition of Chat-GPT

The evolution of Artificial Intelligence (AI), culminating in sophisticated models such as ChatGPT, has its roots in a sequence of

conceptual and technological advancements spanning several decades. The quest started with the pioneering work of Alan Turing, who, in his now iconic paper "Computing Machinery and Intelligence", established the foundations of the field by introducing the concept of machines capable of mimicking human intelligence. This concept was further developed by the efforts of pioneers like John McCarthy, who is reported to have used the term "arti icial intelligence" for the first time at the 1956 Dartmouth Conference. The evolution of AI from these theoretical beginnings to more applied fields encompassed significant contributions in the direction of rule-based systems and early machine learning algorithms, as described in the efforts of Newell and Simon with the Logic Theorist. The shift from symbolic AI to statistical learning, a significant stepping stone to current AI models like ChatGPT, was marked by the development of neural networks, with initial efforts in this respect by Rosenblatt through the perceptron model and later efforts on deep learning. These innovations opened the door for the creation of more complicated and sophisticated AI systems, leading to the conceptualization and actualization of generative pre-trained transformers (GPT) and eventually the creation of ChatGPT (Al-Marzouqi et al., 2024).

In addition, the application of a chatbot based on AI techniques can potentially establish an appealing reading experience and draw students' attention and construct their interest in the learning experience (Liu et al., 2022). Current research is primarily concerned with testing the impacts of

ChatGPT, an AI chatbot created by OpenAI and released in November 2022. ChatGPT is an extension of OpenAI's base models, i.e., GPT-3.5 and GPT-4, and has been developed using the superintended and underpinning learning technique (Moroianu et al., 2023).

2. Chat-GPT in Education

Merging such learning theory underpinnings with the latest technological advancements is potentially transformative of pedagogic modes. Therefore, bringing together the social constructivist principles (Bada, 2015) and the Vygotskian scaffolding theory (Vygotsky 1978), potentially even shifting teaching/learning paradigms. Constructivism emphasizes social interaction in the build-up of new meaning and understanding. According to Melrose et al. (2013), constructivism finds its roots on the assumption that students bring their valuable prior knowledge to school, and teachers support them in "building up that knowledge through active and personally meaningful learning activities" (p. 63) and the same can be done with ChatGPT. Learners can co-construct novel meanings through having insightful interactions with this AI tool. The adaptive capability of ChatGPT is also congruent with the social constructivist principles because ChatGPT can stimulate active cognition and knowledge construction. Second, the Vygotskian theory of ZPD includes scaffolding the less skilled learners with their learning needs. The theory emphasizes the signi icance of instructional scaffolding in meeting the learners' education requirements regardless of their varying levels, capacities, and

capabilities. According to Tabib, (2022), "Scaffolding means providing the necessary advice and guidance to students to improve their knowledge and skills and attain the intended level of mastery" (p. 186). She clarifies, "When instructors adjust their support to students' understanding and learning, the connection between their prior knowledge and new knowledge is put in their long-term memory" (p. 187). But scaffolding is only temporary; while the incremental progress of the students is made in their learning, they come to need their teachers less (Tabib, 2022). Therefore, the Vygotskian concept can be replicated with AI tools to scaffold and support students' learning (Al-Marzouqi et al., 2024).

In education and training, ChatGPT has several potential uses such as: (1) individualizing education content and lesson plans according to the needs and interests of individual learners; (2) offering learners timely feedback and support throughout the learning process; (3) creating engaging learning content like quizzes, tests, group exercises, and multimedia creations; (4) assisting instructors with grading activities, machine scoring of essays, and effective feedback to students; and (5) designing adaptive learning environments suitable for every learner's performance and development (Mizumoto, Eguchi, 2023; Ray, 2023 in Moroianu et al., 2023).

3. Chat-GPT in Writing

a. Benefit of Chat-GPT in Writing

Haleem et.al (2022) observe that ChatGPT has the ability to make students engage in actual human-like conversations, de ne words and sentences, develop writing ideas, and instruct students on how to write. Moreover, when writing a paragraph, students might not have much information about their subject, making it hard for them to write. ChatGPT can give them so many ideas about their subjects as long as they pose their questions properly. It can also correct and edit their writing and highlight misspelled words and grammar mistakes and add more clarity to the content (Halaweh, 2023). Rather than asking the AI tool to generate full paragraphs, which is seen as plagiarism, educators should teach students and train them to ask for assistance in re ining, proofreading, or editing their paragraphs. This method of handling ChatGPT for assistance can help them craft their writing style while maintaining ethical standards (McLean et.al, 2023; Sweeney, 2023). Though teachers can help in the completion of the aforementioned work, ChatGPT can act as a good replacement for individualized learning, tutoring, and self-study (Anu et.al, 2023).

An experiment on using ChatGPT-3.5 as an essay-writing tool in student essays has interesting results when compared with traditional methods. Under the experiment, the performance of students with essay writing help by ChatGPT was compared with students with traditional essay writing. The ndings revealed that both groups scored an average of a grade C essay. Significantly, there was no effect of ChatGPT use on essay grades, time to write, study module, or GPA. Text unauthenticity was slightly higher

in the ChatGPT group, an indicator that AI-generated text is increasing. Generally, the study concluded that ChatGPT did not generate more quality text, faster writing, or increased levels of authentic text compared to traditional approaches. This means that while ChatGPT is a potentially useful resource, it is unlikely to necessarily enhance the general quality of academic writing and potentially lead to disorientation for new users (Basic et.al, 2023).

According to Snipes (2023), Chat-GPT can be used to support students writing such as follow:

1) **Enhancing Productivity**

An important advantage of ChatGPT in academic writing involves its capacity to increase productivity by generating ideas and structuring them efficiently. Academic writers often find it difficult to begin their work or organize their thoughts properly. Thus, ChatGPT can provide assistance in brainstorming and thereby organizing ideas coherently and efficiently, making the entire process of writing rather faster.

2) **Idea Generation**

ChatGPT helps brainstorm with its power to write text based on giving prompt or questions. After providing ChatGPT with one seed idea or research question, a writer is able to generate tons of related ideas, issues, or arguments to choose from. These can not only open up

the writing process for a writer but also allow her/him to delve into other viewpoints and directions for research.

3) **Structural Assistance**

ChatGPT helps paper writers in creating outlines for their academic papers and structuring them accordingly. The writers then input the key points to be covered by ChatGPT, which suggests the best way to organize these points logically. This sort of collaborative approach for outlining guarantees that the flow of ideas is systematic and coherent, helping to smooth the overall writing process.

4) **Fostering Creativity**

ChatGPT can enhance an academic paper by putting creativity into academic content. Academic papers are usually very formal and boring and can oftentimes bore away the readers. On the other hand, ChatGPT can bring the spirit of creativity into the content so that it becomes appealing to and holds the interest of the reader.

5) **Engaging Introductions and Conclusions**

Crafting interesting introductions and conclusions that draw readers' attention is just one of ChatGPT's strengths. With ChatGPT, writers can get new ideas for an opening hook and intriguing considerations for a conclusion that forms a riveting narrative enticing the readers into the academic discourse.

6) Language Refinement

ChatGPT helps refine language and clarity through suggestions of synonyms, rephrasing, and explanations. Particularly, it comes in handy for non-native speakers or those seeking ways of improving the writing style in an easily accessible manner.

7) Improving Quality Through Real-Time Assistance

The centrality of ChatGPT in enhancing the writing process as a virtual writing assistant is through its provision of feedback and suggestions in real-time during the drafting process. This input benefits the writer in refining ideas, amending mistakes, and ultimately enhancing the academic paper.

8) Real-time Feedback

Writers need to insert chunks of their draft for an immediate style critique, check for coherence, and coverage of grammar. ChatGPT can point out the weak areas and suggest how to rephrase or restructure the sentences for better readability and higher quality of the paper.

9) Collaboration and Peer Review

ChatGPT encourages collaboration and peer review by offering a simulated peer perspective. Writers input their work and receive feedback on its quality, helping them to identify weaknesses and

strengths in their arguments. This review, akin to a peer's, allows the paper to be modified before it is officially submitted.

In addition, according to *Direktorat Pembelajaran Dan Kemahasiswaan,* Gen AI, especially GPT has could be use by the students such as follow:

1) **Helping to find references and reading sources.**

   Generative AI (GenAI) can assist students in finding relevant references and literature. One example of GenAI application in searching for references and reading materials is through tools like Open Knowledge Maps and Connected Papers. Open Knowledge Maps enables students to explore interconnected fields of knowledge, visualize relationships between concepts, and discover new relevant topics. The information obtained from Open Knowledge Maps can then be used as a prompt on platforms such as Connected Papers. Connected Papers helps students find scientific articles related to their study topics by considering context and relevance to their research or learning field.

2) **Assisting with writing ideas.**

   GenAI can be used to generate relevant writing ideas and help students develop their written work. One GenAI application that can be used is OpenAI's ChatGPT. Students begin by entering a general topic they wish to write about into ChatGPT, which then

generates various ideas that can serve as inspiration. Students can choose the idea that is most interesting and relevant to their interests and use it as a foundational outline for developing their writing.

3) **Helping with writing and creating presentations and multimedia content.**

GenAI can assist students in writing, creating presentations by providing appropriate design and content suggestions, and assembling multimedia content more efficiently. One GenAI application that can be used is MagicSlides, which helps students create a draft presentation. Students can use prompts such as "Help me create a presentation on 'The Impact of Climate Change on Marine Ecosystems.'" MagicSlides will provide slide design suggestions that match the theme and recommended content based on the input, enabling students to quickly create engaging and informative presentations.

4) **Generating study practice materials.**

GenAI can create customized practice questions tailored to students' learning needs. One GenAI application that can be used is QuizBot, which creates relevant practice questions based on their study topics. Students can input a desired topic as a prompt, for example, "Microeconomic Theory." QuizBot will use generative algorithms to produce a set of questions on the given topic. These

questions can be customized according to the desired difficulty level or specific focus areas, such as concept application or case analysis.

5) **Helping to understand difficult study material.**

GenAI can explain complex concepts in simpler ways to help students better understand their lessons. One GenAI application that can be used is ChatGPT. Students can start by entering a difficult concept or topic they are struggling with, for example, "Quantum Theory in Physics." Using ChatGPT, students can submit prompts such as, "Please explain 'Quantum Theory in Physics' in simple terms." ChatGPT will generate an explanation that is easier to understand, breaking down complex concepts into simpler language. This explanation may include analogies, examples, or illustrations that help students gain a better understanding of the challenging subject matter.

ChatGPT supports students in academic writing by enhancing productivity through idea generation, structuring content, and refining language. It assists in brainstorming, creating outlines, and fostering creativity to make papers more engaging. Additionally, it helps craft compelling introductions and conclusions, provides real-time feedback for improving clarity and grammar, and simulates peer review to strengthen arguments before submission.

b. Characteristic of Chat-GPT Generated Text

According to Liao et.al (2023), there are some characteristics of Chat-GPT generated text in compare with human. It can be seen as follow:

1) Vocabulary and Sentence

The main differences between human-written text and text generated by ChatGPT involved the vocabulary and stem. Human-written text vocabulary size and the number of stems were significantly larger than those of ChatGPT-generated text. This suggests that the content and expression of texts written by humans are more diverse, which is more in line with the actual situation, while texts generated by ChatGPT are more inclined to use commonly used words to express common situations.

2) Part-of-Speech

ChatGPT used more words from the following categories: noun, singular or mass; determiner; noun, plural; and coordinating conjunction. ChatGPT used fewer cardinal digits and adverbs. Frequent use of nouns (singular or mass and plural) tends to indicate that the text is more argumentative, showing information and objectivity. The high proportion of coordinating conjunctions and determiners in ChatGPT-generated text indicated that the structure of the text and the relationship between causality, progression, or contrast was clear. At the same time, a large number of cardinal digits and adverbs appeared in texts written by

humans, indicating that the expressions were more specific rather than general.

3) Dependency Parsing

ChatGPT used more determiner, conjunct, coordination, and direct object relations while using fewer numeric modifiers and adverbial modifiers. For dependency distance, ChatGPT had obviously shorter conjuncts, coordinations, and nominal subjects, which made the text generated by ChatGPT more logical and fluent.

4) Sentiment

Most of the texts written by humans or those generated by ChatGPT had neutral sentiments. It should be noted that the proportion of negative sentiments in text written by humans was significantly higher than that in text generated by ChatGPT, while the proportion of positive sentiments in text written by humans was significantly lower than that in text generated by ChatGPT. This may be because ChatGPT has added a special mechanism to carefully filter the original training data set to ensure any violent or sexual content is removed, making the generated text more neutral or positive.

D. Review of Related Studies

There are several previous studies where the relevant research is a thesis conducted for the first time by Ayu Annisa (2024) entitled "Student Perception of the use of Chatgpt Artificial Intelligence (Ai) As A Source of

Information on Assignment". This study aims to analyze how students view the use of ChatGPT as a source of information in completing assignment. The focus of the study includes aspects of benefits, reliability, easy access, as well as potential positive and negative impacts of the use of AI in the academic world. In addition, this study will also explore the extent to which students understand the ethical limitations of using ChatGPT as an academic reference and how they compare it to conventional information sources such as books, journals, and lecturers. The research method used can be in the form of a qualitative approach with in-depth interviews to get a more detailed student perspective. The results of this study are expected to provide insight into the role of AI in the world of higher education and its implications for student learning patterns.

The second, a research conducted by Masayu Melinda Rizkika (2024) with the title “Students’ Perception of Artificial Intelligence as English Learning Tools at Sriwijaya University”. This study aims to analyze how Sriwijaya University students view the use of artificial intelligence (AI) as a tool in English learning. The focus of the study includes the benefits of AI in improving language skills (listening, speaking, reading, and writing), the effectiveness of AI in providing materials and exercises, as well as the challenges or obstacles faced by students in using it. In addition, the study also explores the extent to which students feel helped by AI in understanding grammar, vocabulary, and pronunciation, as well as how AI compares to traditional learning methods such as textbooks and direct interaction with

lecturers. Research methods that can be used include a quantitative approach through surveys or a qualitative approach with in-depth interviews to gain a broader understanding of the student experience. The results of this study are expected to provide insight into the role of AI technology in language education and its implications for teaching and learning in universities.

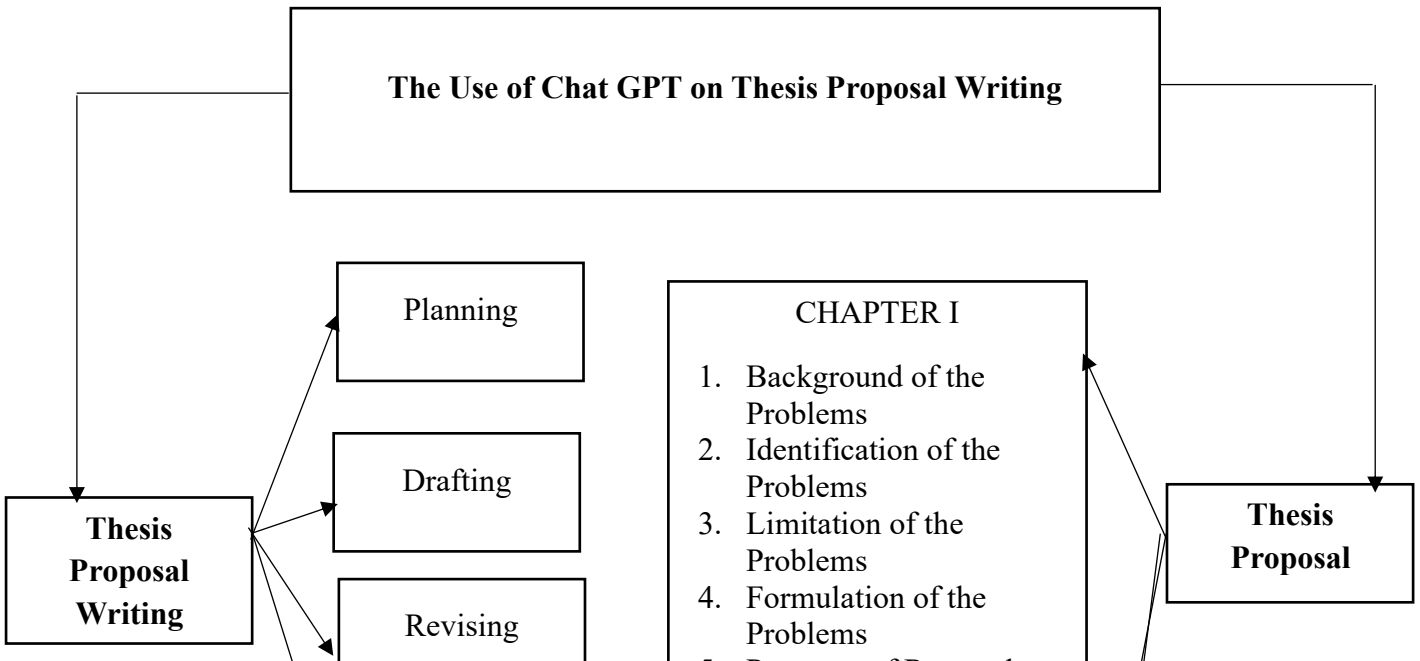
Third, a research conducted by Nurul Inayah Mahmud with the title "Student's perception on the Use of AI Paraphrasing Tools in Writing Research Proposal". This study aims to describe students' perception of the use of artificial intelligence (AI)-based paraphrasing tools in writing research proposals. Using qualitative descriptive methodologies and questionnaire analysis as data collection techniques, this study explores the benefits of AI paraphrasing tools, such as ease in structuring sentences, improving the clarity of writing, and avoiding plagiarism, as well as the challenges faced, such as changes in original meaning and limitations in the academic context. The results of this study are expected to provide insight into the extent to which AI can support or hinder students' academic writing skills as well as their impact on the quality and ethics of their research.

Based on the findings from previous studies, researchers can conclude that the similarity of this research with previous research is to discuss the same topic, namely regarding students' perception of the use of artificial intelligence (AI). While the difference between this study and the previous research is that this study discusses writing a thesis proposal while the previous research discussed the source of information on the assignment, and English learning

tools.

E. Conceptual Framework

The conceptual framework that used in this research can be drawn as follows:



CHAPTER III

RESEARCH METHOD

A. The setting of the Research

In this research, the researcher used qualitative approach. Gay (2012) pointed out qualitative research is the research is meant to understand the phenomena about what is felt by the research subject, for example, behavior, perception, motivation, action, and holistic with description way in words and language in natural context with use kinds of natural methods. According Denzin and Licoln (2012), qualitative words imply an emphasis on processes and meanings that are not rigorously studied or have not been measured in terms of quality, amount, intensity, or frequency. But use the qualitative approach as a process of research and understanding based on the methodology that investigates a social phenomenon and human problems, in this approach. The researcher emphasizes the nature of reality that is built socially, the close relationship between the researcher and the subject being studied. The purpose of the research was to identify and to explore how phenomena or reality in field research without doing any treatment on it.

Furthermore, the design of this research was case study. Gay (2012) said that Case study research is a qualitative research approach in which researchers focus on a unit of study known as a bounded system (e.g., individual teachers, a classroom, or a school). Case studies can be described as particularistic, descriptive, and heuristic. To say a case study is

particularistic means that it is focused on a particular phenomenon, such as a situation or event. That is, a case study researcher may specifically choose a particular instance of a phenomenon under investigation to understand a specific problem that occurs in everyday practice. In this case, the researcher conducted this research in order to get information about the challenges that teacher face in teaching English in *Merdeka* Curriculum, especially in using technology

B. Informants of the Research

An informant is a person who gives the information (Margano, 1997). The informants of this research will be the students of 8th semester English education Study Program in UIN Bukittinggi. In this research, the researcher will use purposive sampling. Purposive sampling is a non-probability sampling technique where participants are selected based on the researcher's judgment because they are believed to have the required characteristics, experiences, or knowledge relevant to the research topic (Creswell, 2014). It is commonly used in qualitative research to select information-rich cases that can provide in-depth insights into the phenomenon being studied (Patton, 2002).

This method does not rely on random selection; instead, researchers deliberately choose individuals or groups who they believe will best help answer the research question (Bryman, 2016). As such, it allows for targeted data collection from subjects who are considered particularly knowledgeable or experienced in relation to the research focus (Robson, 2011).

C. The instrument of the Research

The instrument is needed by the researcher to answer the questions which want to be answered in the research. The instruments of this research were observation and interview:

1. Document Analysis

Documentation is a technique of collecting data obtained from written sources. According to Suwarno, documentation is a tool in helping the researcher to collect the data and information by reading the letters, announcement, meeting summary, the written statement and other writing (Suwarno, 2017). It means that the researcher used the documentation of the written form to collect the data. The researcher will collect the English department students' theses, in order to collect the data the following document analysis was used:

Table 3.1 Document Analysis

Process of Writing	Proposal	Sub-Heading	Review Indicator	Note
1. Planning 2. Drafting 3. Revising 4. Final version	CHAPTER I	Background of the Problems Identification of the Problems Limitation of the Problems Formulation of the Problems Purposes of Research Significance of Research Definition of Key Terms	1. How does the writer utilize chat GPT in planning their Chapter 1? 2. How does the writer utilize chat GPT in drafting their chapter 1? 3. How does the writer	

			utilize Chat GPT in revising their Chapter 1? 4. How does the writer utilize Chat GPT in editing or polishing their Chapter 1?	
1. Planning 2. Drafting 3. Revising 4. Final version	CHAPTER II	Literature Review Relevant Studies Conceptual Framework Hypotheses (if available)	1. How does the writer utilize chat GPT in planning their Chapter 2? 2. How does the writer utilize chat GPT in drafting their chapter 2? 3. How does the writer utilize Chat GPT in revising their Chapter 2? 4. How does the writer utilize Chat GPT in editing or polishing their Chapter 2?	

1. Planning 2. Drafting 3. Revising 4. Final version	CHAPTER III	Type of Research Setting of Research Population and Sample Variables of Research Instrument and Technique of Data Collection Validity and Reliability of Instruments Technique of Data Analysis	1. How does the writer utilize chat GPT in planning their Chapter 3? 2. How does the writer utilize chat GPT in drafting their chapter 3? 3. How does the writer utilize Chat GPT in revising their Chapter 3? 4. How does the writer utilize Chat GPT in editing or polishing their Chapter 3?	

2. Interview

According to Susan Stainback in Sujidin et al (2019) interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon than can be gained through observation alone. The purpose of interview is asked about their apinion

and ideas.

In this research, the researcher used structured interview where the interviwer has prepared a research instrument in the form of written questions with an alternative answer prepared, the respondent has been given the same question then the data collector records it, the tools used are usually tape recorders, pictures, brochures and other materials that can help implement become smooth (Sugiyono, 2010). For the tools, the researcher used mobile phone as the recorder and for taking picture of the interview.

The interview guideline can be seen on the following:

Chapter 1: Introduction

1. Planning (Pre-Writing)

1. How do you use ChatGPT to help identify and define the background of your research problem?

2. In what ways has ChatGPT assisted you in narrowing down the scope and limitations of your research during the planning stage?

2. Drafting

3. Can you describe how ChatGPT helps you draft the background and significance sections of Chapter 1?

4. Have you used ChatGPT to generate initial formulations of research problems or objectives? If so, how effective was it?

3. Revising

5. How do you use ChatGPT to refine or restructure the introduction section based on feedback from your advisor?

6. In what way does ChatGPT assist you in improving clarity and coherence when revising the background of your study?

4. Editing / Polishing

7. Do you use ChatGPT to proofread and enhance the academic tone of your Chapter 1? How?

8. How does ChatGPT support you in ensuring consistency in terminology and style in the final version of Chapter 1?

Chapter 2: Literature Review & Conceptual Framework

1. Planning (Pre-Writing)

9. How have you used ChatGPT to gather ideas or structure your literature review before starting to write?

10. Can you explain how ChatGPT helps you identify key themes or gaps in the literature during the planning phase?

2. Drafting

11. In what ways does ChatGPT assist you in summarizing and paraphrasing studies for your literature review?

12. Have you used ChatGPT to create a conceptual framework or hypotheses? How did it support your thinking?

3. Revising

13. How do you use ChatGPT to improve the logical flow and integration of different sources in your literature review?

14. Has ChatGPT helped you revise and strengthen the theoretical foundation of your research? If yes, how?

4. Editing / Polishing

15. Do you use ChatGPT to check citations or formatting in your literature review section?

16. How does ChatGPT assist in polishing complex sentences and ensuring academic readability in Chapter 2?

Chapter 3: Research Methodology

1. Planning (Pre-Writing)

17. How do you use ChatGPT to explore and understand different types of research methods before drafting Chapter 3?

18. In what ways has ChatGPT supported you in identifying variables, population, and sampling techniques during planning?

2. Drafting

19. Can you describe how ChatGPT helps you articulate the research design and methodology clearly in Chapter 3?

20. Have you used ChatGPT to help draft descriptions of instruments, data collection techniques, or analysis procedures?

3. Revising

21. How does ChatGPT assist you in refining technical language and clarifying methodological details in Chapter 3?

22. In what way do you use ChatGPT to ensure alignment between your research questions and the methodology described?

4. Editing / Polishing

23. Do you use ChatGPT to standardize terminology and improve clarity in the final version of your methodology chapter?

24. How does ChatGPT support you in checking grammar, sentence structure, and overall readability of Chapter 3?

D. The technique of Data Collection

To collect the data, the researcher will use observation and interviews.

1. Document Analysis

As part of the documentation technique, the researcher collected written documents related to the students' academic work in the English department. This included gathering and analyzing students' theses to extract relevant data for the study. These documents served as primary sources of information to support the research objectives. By reviewing these materials, the researcher was able to obtain background information and contextual understanding regarding the topic under investigation..

2. Interview

Researcher used open – ended question. Meaning that the

respondents answered accordingto their oponions and feelings. In order to avoid misunderstanding and make clear for them the researcher made and conducted interview in indonesia. In this research, the researcher used structured interviews. It means the researcher prepares the question interview before interviewing the informant of the research. The interview was done in 25 minutes or more.

E. The technique of Data Analysis

The data was analyzed by using some steps, as according to Sugiyono (2010), it would be explained as follow:

1. Data reduction

   Data reduction is a form of analysis that sharpened sorts, focuses, discards and organizes data in such as way that final conclusion can be drawn and verified. The selected data in this study were data which referred to the proposed research question. Thus, the selected data deals with the main data such as the use of GPT in thesis proposal writing

2. Data display

   After data reduction the next step in analyzing the data is data display. Data display is a form of analysis that describes what is happening in the natural setting, it will help with the video recording during the process of interview, so that it finally can help the researcher to drawn a final conclusion. From the video recording, the researcher will do the transcript and after that the researcher makes coding to find the the use of GPT in thesis proposal writing.

3. Conclusion drawing and verification

This is the last step of data analysis that is Drawing Conclusion or Interpretation. Here, the researcher begins to see what is in the data. The researcher examines all entries with the same code and then merges these categories and finding the connection among categories. Then, it continues to tell the stories and to make connections among stories. The researcher begins to make meaning of the categories and themes to connect them. So, we can get the idea from this step.

Conclusion drawing involves reflecting about the words and acts of the study's participant and abstracting important understanding from them. In this case, the researcher writes not only what he has seen each day during observation but also his interpretation of his observation.

The researcher makes generalization based on the connections and common aspects among the categories. The conclusion in qualitative research is a new discovery that can be an answer of the research problem. The conclusion is in the form of description of the object of this study. Finally, in this step the researcher can get the result and conclusion of the research.

F. The Trustworthiness of the Data

Every study needs a validity to prove the evidence of the result correctly. As stated by Alwasilah correctness and honesty in a description, conclusion, explanation, interpretation, and all kinds of report can be called validity. Fraenkel, Wallen, and Hyun explain that "In qualitative research,

validity refers to the appropriateness, meaningfulness, and usefulness of the inferences researchers make based specifically on the data they collect, while reliability refers to the consistency of these inferences over time, location, and circumstances". From the validity and the reliability, the result of the study can be avoided from hesitancy or threats about the data that are collected tend to be accurate or inaccurate and complete or incomplete.

Based on Denzin cited in Miles and Huberman reveals that there are four kinds of triangulation techniques, they are: (1) source or data triangulation, (2) investigator triangulation, (3) theoretical triangulation,(4) methodological triangulation.

In this study, the researcher uses two kinds of triangulation. Those are Methodological Triangulation and Data Sources Triangulation. These can be explained as follows:

1. Source of data triangulation

   Source of data triangulation is a process in which various sources of data are collected. The variety of source can refer to time, space, and person (Denzin, 1978). In this present study, the source of data refers to person; students thesis and their interview result. The data triangulation for the study will be done by analyzing use of GPT in thesis proposal writing.

2. Methodological triangulation

   Methodological triangulation is a process in which various methods are used to measure the same unit (Denzin, 1978). In the present

study, methodological triangulation will be done by employing different method of collecting data, they are: observation and supported by interview.

CHAPTER IV

FINDINGS AND SUGGESTION

A. Findings

1. Description of the Data

There are 2 kinds of instrument in this research which are document analysis and interview. Both results are presented separately in this section.

a. Document Analysis Result

There are 10 research proposal that were analyzed in this research. The complete analysis can be seen on the APPENDIX 3 Page…… One of the example can be seen as below:

WAWAN SUKENDRA 2319065

Document Analysis

Proposal	Sub-Heading	Review Indicator	Note
CHAPTER I	Background of the Problems	1. How does the writer utilize chat GPT in planning their Chapter 1? 2. How does the writer utilize chat GPT in drafting their chapter 1? 3. How does the writer utilize Chat GPT in revising their Chapter 1? 4. How does the writer utilize Chat GPT in editing or polishing their Chapter 1?	Your Text is Likely generated by AI/GPT 53.22% AI GPT* 53.22% GPT
	Identification of the Problems		Your Text is AI/GPT Generated 90.17% AI GPT* 90.17% GPT
			Your Text is Human written

The data shows a clear dichotomy in ChatGPT usage among students. Some students demonstrated high dependence on the AI tool, while others showed minimal or no usage. Mesyela Niken Elfayeni exhibited the highest overall usage (74.91% in Background of

Problems), followed by Wawan Sukendra (53.22% in Background of Problems). Conversely, students like Alifa Yuning Sukrida and Firdaus showed no ChatGPT usage throughout their proposals.

Based on the analysis of 10 UIN Bukittinggi students. It is found that students used ChatGPT in their thesis proposal, and the findings reveal several important observations about how students apply this AI tool to their writing. Initially, there is a significant emphasis on using AI, and students are the most dependent on ChatGPT during the early stages of proposal writing, particularly for providing background information and introducing topics. This is an important point to remember. Across different students, the "Background of the Problems " section displayed the highest rates of usage, with figures ranging from 1.23% to 74.91%, indicating that this area is the primary source of AI support for learners.

ChatGPT usage decreases significantly in areas that require more specific, technical or original content. Moreover Throughout Chapter I to Chapter III, particularly in concepts like "Conceptual Framework", " methodology sections," and hypothesis formulation, usage decreases steadily to minimal or no percentages, suggesting that students are aware of the limitations of AI in producing authentic, specialized academic content. A significant variation in students' use of ChatGPT in their writing process can range from extensive use to complete avoidance. Ultimately, some parts of the proposal

demonstrated only minor AI application across all students with available data, such as "Conceptual Framework," "Hypotheses," and most Chapter III methodology components, suggesting these subjects are considered to require more student-generated content, more specific content than can be provided by artificial intelligence. These trends suggest that while ChatGPT can be used to generate initial content and background information, students might generally recognize its limitations and less heavily rely on the AI when dealing with more complex, specific, or critical research questions.

b. Interview Result

Based on the analysis of 10 interview transcripts with students from UIN Bukittinggi regarding their use of ChatGPT in thesis proposal writing, several key themes emerge that complement and expand upon the document analysis findings.

Students reported utilizing ChatGPT primarily for organizational and structural assistance rather than content generation. Ayu Syawilda mentioned that ChatGPT helped her "menyusun bagian rancangan penelitian dan menjelaskan metode dengan lebih terstruktur dan sistematis" (organize the research design section and explain methods more systematically). This aligns with the document analysis showing minimal usage in technical methodology sections, suggesting students view ChatGPT as a tool for organizing thoughts rather than generating research content.

The interview analysis reveals that students generally use ChatGPT as a supportive tool rather than a primary author, with usage concentrated in organizational, summarization, and consistency functions. Students demonstrate awareness of academic boundaries, avoiding ChatGPT usage in areas requiring original research thinking, technical methodology development, and conceptual framework creation. The tool is primarily viewed as an assistant for structuring ideas, maintaining terminological consistency, and verifying alignment between research components rather than as a content generator for critical academic work.

2. Analysis of Data

a. Chapter by Chapter Analysis

1) Chapter I

The "Background of the Problems" section consistently showed the highest ChatGPT usage across most students who utilized the tool. This ranged from 1.23% (Firdaus) to 74.91% (Mesyela Niken Elfayeni). However, subsequent sections of Chapter I (Identification, Limitation, Formulation of Problems, Purposes, Significance, and Definition of Key Terms) generally showed either 0% usage or significantly lower percentages, with a few exceptions like Wawan Sukendra (90.17% in Identification) and Ayu Syawilda (30.97% in Identification, 58.44% in Definition of Key Terms).

Based on the interview, all 10 interviewees (explicitly described using ChatGPT to help draft, structure, clarify, and refine the background section. This confirms the document analysis finding of high usage in this specific part. Ririn, Fikar, and Nining stated they used ChatGPT to help formulate initial problem statements or research objectives, finding it effective as a starting point, although revisions with advisors were necessary. Niken also used it initially but noted the output was often too general. Ayu, however, stated she did *not* use ChatGPT for this purpose, deriving her problems and objectives from her field observations. This shows varied usage, not consistently zero.

The interviews strongly support the high usage in the "Background of the Problem." However, they indicate that ChatGPT was also used as an initial draft, in other parts of Chapter I like Formulation of Problems, Purposes, Limitations, and for language editing.

2) Chapter II

Usage in this chapter was generally lower than Chapter I. The "Literature Review" section showed modest usage (0% to 34.76%), while "Relevant Studies" had more variation (0% to 53.19% for Mesyela Niken Elfayeni). The "Conceptual Framework"

section consistently showed 0% usage across all students with available data.

All interviewees described using ChatGPT extensively in this phase for various tasks: generating initial ideas/structure, identifying themes/gaps, summarizing or paraphrasing sources, strengthening theoretical foundations, and checking references. This confirms the document analysis finding of "*some"* usage, though the interviews suggest it might be more than just "some: for many informants in terms of drafting and processing content.

The interviews confirm that ChatGPT usage was significant in the Literature Review phase for drafting, organizing, and processing information, potentially more so than the document analysis term "modest" suggests for some users. The interview data directly contradicts the document analysis finding of "0% usage" for the Conceptual Framework, as multiple interviewees reported using it for this purpose. This can be happen since there are a lot of website to help the students to reduce the AI usage by paraphrasing it in order to by pass the AI detector such as zeroGPT or Quilbot.

3) Chapter III

This chapter demonstrated the most varied usage patterns. While most sections showed minimal or no usage, notable exceptions include FARHANIA's "Type of Research" (97.7% GPT)

and Wawan Sukendra's "Instrument and Technique of Data Collection" (42.49% GPT). The "Setting of Research" and "Variables of Research" sections often lacked data or showed 0% usage.

While the document analysis highlights specific high percentages for certain subsections, the interviews show that substantial ChatGPT usage for *methodology content* (understanding, drafting, explaining) was reported by several participants (Ririn, Niken, Fikar, Nining), not just isolated cases. Ayu was the interviewee who reported less usage of ChatGPT in Chapter III for drafting or language refinement, relying more on advisor input.

The interviews suggest that ChatGPT usage in Chapter III was often significant for understanding and drafting methodological content, contrary to the document analysis indicating "mostly minimal or no usage." The pattern of usage was indeed varied, depending on the student's reliance on the tool versus their advisor. The interviews do not specifically address the "Setting of Research" or "Variables of Research" subsections mentioned in the document analysis finding regarding lack of data or 0% usage, but general methodological support was reported.

b. Process of Writing Analysis

1) Planning (Pre-Writing)

In the planning phase, ChatGPT served as a cognitive scaffold for students to identify and define the background of their research problem. Most participants—Ririn, Niken, Fikar, and Nining—used ChatGPT to generate initial ideas by inputting a brief description of their topic and receiving structured suggestions. For example, Niken explicitly asked for examples of relevant background problems, while Ririn and Fikar relied on ChatGPT to provide foundational references and conceptual starting points. This interaction helped them transition from a vague idea to a more focused research direction, especially when they lacked prior exposure to academic writing conventions.

ChatGPT also played a significant role in narrowing the research scope and defining limitations. Students used it to understand how to structure the background—from general to specific (the "inverted pyramid" approach, as mentioned by Niken)—and to differentiate relevant from irrelevant aspects of their topic. Fikar and Ayu noted that ChatGPT helped them distinguish between broad themes and focused research boundaries, enabling them to formulate more precise research questions. This function was particularly valuable for students who were unsure how to delimit their study, a common challenge in early thesis writing.

Furthermore, in preparing for Chapter 2 and Chapter 3, ChatGPT acted as a preliminary guide for structuring the literature review and selecting methodology. For the literature review, students like Niken and Ayu used ChatGPT to generate outlines of key themes and identify research gaps. In methodology planning, participants such as Fikar and Nining queried ChatGPT about differences between qualitative and quantitative methods, which helped them align their research design with their objectives. ChatGPT thus functioned as an accessible, on-demand resource for conceptual clarification before formal writing began.

2) Drafting

During the drafting stage, ChatGPT was primarily used to generate initial drafts of Chapter 1, especially the background and significance sections. Ririn, Fikar, and Nining reported using keywords or brief descriptions to prompt ChatGPT into producing full paragraphs with logical flow and academic tone. This allowed them to overcome writer's block and create a working draft quickly. Niken described using ChatGPT to build the background from broad to specific ideas, mirroring academic writing conventions, while Ayu emphasized its help in organizing the paragraph structure for clarity.

In Chapter 2, ChatGPT supported students in summarizing and paraphrasing literature to avoid plagiarism and improve comprehension. Ayu, Fikar, and Nining all mentioned copying

excerpts from journals into ChatGPT and requesting summaries or rephrased versions. This not only helped them internalize complex theories but also enabled them to integrate sources more naturally into their writing. Additionally, several participants—Fikar, Niken, and Nining—used ChatGPT to develop conceptual frameworks and initial hypotheses by inputting their variables and asking for a visual or textual representation of the relationships, which served as a starting point for discussion with their advisors.

For Chapter 3, ChatGPT assisted in articulating methodological components such as research design, variables, sampling techniques, and data collection procedures. Fikar and Nining explicitly stated they used ChatGPT to draft sections on instruments (e.g., questionnaires) and analysis procedures. Niken used it to find templates for methodology writing, which she then customized. This indicates that ChatGPT functioned as a template generator and explainer, helping students translate abstract methodological concepts into concrete, written descriptions suitable for academic reporting.

3) Revising

In the revising phase, ChatGPT was used to restructure and refine Chapter 1 based on advisor feedback. Ririn, Fikar, and Nining reported inputting their revised drafts into ChatGPT along with their advisor's comments—such as "the problem statement is

incomplete" or "needs more prior studies"—and asking ChatGPT to revise accordingly. This allowed them to quickly generate alternative formulations and improve coherence. Niken emphasized using ChatGPT to connect disjointed ideas and make the background more logically progressive, showing its role in enhancing argumentative flow.

For Chapter 2, ChatGPT helped improve the integration and logical flow of sources. Students like Ayu and Niken used it to reorganize paragraphs so that theories and studies were linked thematically rather than presented in isolation. Fikar noted that ChatGPT helped align citations to create a narrative thread across the literature review. Moreover, ChatGPT was used to strengthen theoretical foundations by re-explaining complex theories in simpler terms (as noted by Ririn, Ayu, and Fikar), which helped students better understand and apply grand theories in their work.

In Chapter 3, ChatGPT supported revisions by ensuring alignment between research questions and methodology. Fikar and Nining used it to check whether their chosen methods matched their research objectives, receiving suggestions when mismatches were detected. Niken asked ChatGPT to evaluate whether her data collection technique was appropriate for her design. This reflective use of ChatGPT demonstrates its value not just as a text generator,

but as a critical thinking partner that prompts students to justify their methodological choices and refine them for consistency.

4) Editing / Polishing / Final Version

During the editing and polishing stage, ChatGPT was widely used for grammar checking and language refinement, especially in Chapters 1 and 3. Ririn, Fikar, Nining, and Niken all reported copying their text into ChatGPT and asking it to correct grammar and improve sentence structure. Fikar and Nining emphasized using it to make technical language in Chapter 3 more readable without losing academic rigor. However, Ayu and Niken noted limitations, with Niken eventually switching to other tools, suggesting that while helpful, ChatGPT's editing suggestions were not always fully trusted.

ChatGPT also played a key role in ensuring consistency in terminology and academic style across chapters. Ririn, Fikar, and Nining used it to standardize terms—such as ensuring "respondent" wasn't alternated with "participant" without reason—and to maintain a formal tone. Nining specifically asked ChatGPT to align terminology between Chapter 2 and Chapter 3, highlighting its utility in maintaining coherence across the thesis. This function helped students meet academic standards and avoid confusion for readers and evaluators.

Finally, ChatGPT was used to verify citation formats and enhance readability. Multiple participants—Ririn, Ayu, Fikar, and Nining—used it to check APA formatting for in-text citations and references, reducing formatting errors. For readability, students asked ChatGPT to simplify complex sentences in Chapters 2 and 3, ensuring clarity without sacrificing meaning. Overall, in the final stage, ChatGPT functioned as a multifunctional polishing tool, supporting linguistic accuracy, stylistic consistency, and technical correctness, thereby increasing students' confidence in submitting a professionally written thesis.

B. Discussion

The findings of this study align closely with the theoretical benefits of ChatGPT in academic writing, particularly in the areas of idea generation, structural assistance, and language refinement. As highlighted by Snipes (2023) and supported by Haleem et al. (2022), ChatGPT serves as a valuable tool for brainstorming and organizing thoughts, which many students in this study reported using during the early stages of their thesis proposal writing. Participants frequently mentioned that they used ChatGPT to generate initial ideas and outline their proposals, confirming its role in enhancing productivity and overcoming writer's block. This supports the notion that AI tools function as cognitive aids, helping students structure their arguments logically and coherently, even when they lack sufficient background knowledge on a topic.

Moreover, students in this study emphasized ChatGPT's usefulness in refining language and improving clarity—findings that resonate with the theory that ChatGPT acts as a real-time writing assistant. Non-native English speakers, in particular, appreciated the tool's ability to rephrase sentences, suggest synonyms, and correct grammar, which echoes Halaweh's (2023) assertion that AI can support language development. This real-time feedback mechanism not only improved the quality of their drafts but also boosted their confidence in academic expression. The use of ChatGPT for editing and proofreading—rather than full content generation—reflects the ethical approach advocated by McLean et al. (2023) and Sweeney (2023), suggesting that students are increasingly aware of the boundaries between assistance and academic dishonesty.

However, this study also reveals a tension between perceived efficiency and actual writing quality, a finding that supports Basic et al.'s (2023) experimental results. While students reported that ChatGPT helped them write faster and more efficiently, the analysis of their proposals indicated a tendency toward generic expressions and repetitive vocabulary—characteristics identified by Liao et al. (2023) as typical of AI-generated text. Specifically, the overuse of common nouns and coordinating conjunctions, along with a lack of specific details and adverbial modifiers, made some proposals sound overly formal and impersonal. This suggests that while students perceive ChatGPT as enhancing their writing, the tool may inadvertently encourage a more formulaic and less authentic academic voice, potentially affecting the originality and depth of their work.

In comparison to previous studies, this research shares thematic similarities with Ayu Annisa's (2024) and Masayu Melinda Rizkika's (2024) work on student perceptions of AI, particularly regarding accessibility, reliability, and learning support. Like those studies, this research found that students view AI as a convenient and reliable resource, often preferring it over traditional sources due to its immediacy and interactivity. However, this study diverges by focusing specifically on thesis proposal writing—a more complex and high-stakes academic task—revealing deeper concerns about dependency, critical thinking, and the risk of intellectual disengagement. Unlike general assignment writing or language learning, thesis proposals require original thought and methodological rigor, areas where overreliance on AI may hinder rather than help student development.

Furthermore, the findings echo Nurul Inayah Mahmud's study on AI paraphrasing tools, especially in relation to ethical concerns and meaning distortion. Students in this study acknowledged that while ChatGPT helped them rephrase content and avoid plagiarism, there was a risk of losing the original meaning or oversimplifying complex ideas. Some admitted to copying AI-generated text without sufficient modification, raising concerns about academic integrity. This highlights a critical gap between students' perception of ethical use and their actual practices, reinforcing the need for institutional guidelines and educational training on responsible AI integration in academic writing.

Overall, this study confirms that while ChatGPT offers significant advantages in idea generation, structural support, and language improvement, its

use in thesis proposal writing presents unique challenges related to authenticity, originality, and critical engagement. When compared with existing theories and prior research, it becomes evident that the benefits of AI must be balanced with pedagogical guidance to ensure that students use these tools as supplements—not substitutes—for their intellectual work. As AI becomes increasingly embedded in higher education, fostering digital literacy and ethical awareness will be essential in maximizing its potential while preserving the integrity of academic writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The findings of this study reveal that students used ChatGPT as a support tool in writing their thesis proposals, particularly in generating ideas, organizing structure, and refining language. It supports them in overcoming challenges such as writer's block, lack of clarity, and language difficulties, especially for non-native speakers. Students value its immediate feedback and ability to assist with outlining, paraphrasing, and improving the overall flow of their writing, which contributes to increased confidence and efficiency in the writing process.

However, the use of ChatGPT also comes with limitations. While it enhances productivity, it can lead to overreliance, resulting in writing that lacks originality, depth, and personal voice. Some students produce content that is generic or overly formal, and there are concerns about maintaining academic integrity when integrating AI-generated text. Ultimately, ChatGPT is most effective when used as a supportive tool rather than a replacement for critical thinking and independent writing, emphasizing the need for responsible and reflective use in academic work.

B. Suggestion

1. Lecturer

Lecturers should embrace the reality of AI integration in academic writing by providing clear guidelines on the ethical use of tools like

ChatGPT. Instead of banning the technology outright, they should guide students on how to use it responsibly—as a support for brainstorming, editing, and refining ideas, rather than a means to generate entire sections of work. Incorporating AI literacy into the curriculum can help students develop critical thinking and discernment when using these tools. Lecturers are also encouraged to design assignments that emphasize personal reflection, original analysis, and field-specific insights, which are harder for AI to replicate, thus promoting deeper engagement with the subject matter

2. Students

Students should use ChatGPT as a supplementary tool to enhance their writing process, not as a replacement for their own intellectual effort. They must remain actively involved in all stages of thesis proposal writing, from idea development to final editing, ensuring that their voice and critical thinking are evident in their work. It is important to review and revise any AI-generated content to maintain authenticity, avoid generic language, and preserve the intended meaning. Students should also be honest about their use of AI and strive to uphold academic integrity by properly evaluating and citing sources, even when suggested by AI.

3. Future Researcher

Future researchers are encouraged to conduct more in-depth studies on the long-term impact of AI on academic writing quality, originality, and student learning outcomes. Research could explore the effectiveness of AI

across different disciplines, proficiency levels, and educational contexts. Additionally, future studies may investigate the development of detection tools for AI-assisted writing and examine institutional policies on AI use. Qualitative longitudinal research could also be valuable in understanding how students' perceptions and practices evolve as AI technology advances, providing deeper insight into the balance between technological support and academic authenticity.

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