THE USE OF AI TOWARD STUDENT'S WRITING ON THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY OF SJECH M. DJAMIL DJAMBEK BUKITTINGGI

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The thesis entitled *"THE USE OF AI TOWARD STUDENT'S WRITING ON THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY OF SJECH M. DJAMIL DJAMBEK BUKITTINGGI"*, prepared by Dani Ramanda, with NIM 2321018, from the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Sjech M. Djamil Djambek Bukittinggi State Islamic University, academic year 2024/2025, **had fulfilled** the scientific requirements and **had been approved** for submission to the *Munaqasyah* session. Thus, this approval was given to be used accordingly.

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ABSTRACT

Dani Ramanda (2321018) "The Use of AI Toward Students' Writing on the Sixth Semester Students of English Study Program State Islamic University of Sjech M. Djamil Djambek Bukittinggi"

The development of Artificial Intelligence (AI) has brought significant changes in the field of education, particularly in students' writing practices. Tools such as ChatGPT, Grammarly, and QuillBot are increasingly used by students to support academic writing, which raises concerns about independent thinking and academic integrity. This study aims to analyze how sixth-semester students use AI in different stages of the writing process and to evaluate the benefits and drawbacks of AI in enhancing academic writing skills.

This research employed a mixed-methods approach with a *convergent parallel* design, allowing for simultaneous yet independent collection of both quantitative and qualitative data. Quantitative data were gathered through a questionnaire administered to 88 sixth-semester students of the English Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi who had experience using AI in their writing. The questionnaire was validated through content validation and reliability testing using Pearson correlation analysis. Qualitative data were collected via in-depth interviews with 10 purposively selected students based on their active engagement with AI tools. Quantitative data were analyzed using descriptive statistics, while qualitative data were processed using thematic analysis to identify patterns and insights.

The results show that students use AI extensively during the pre-writing, drafting, and revising stages. AI is perceived as helpful for improving grammar, structuring sentences, and expanding vocabulary. However, the study also found that some students directly copied AI-generated content without paraphrasing or applying critical reflection, indicating a potential ethical risk. This highlights a gap between students' perceived benefits of AI and the academic expectations of independent thought and integrity. Therefore, the use of AI in academic writing should be accompanied by strong digital literacy, ethical awareness, and academic guidance to ensure it serves as a supportive tool rather than a substitute for student thinking.

Keywords: *Artificial Intelligence, Academic Writing, Students, AI in Education, Academic Ethics*

ABSTRAK

Dani Ramanda (2321018) "The Use of AI Toward Students' Writing on the Sixth Semester Students of English Study Program State Islamic University of Sjech M. Djamil Djambek Bukittinggi"

Perkembangan kecerdasan buatan (AI) telah membawa perubahan besar dalam dunia pendidikan, termasuk dalam proses menulis mahasiswa. Alat-alat AI seperti ChatGPT, Grammarly, dan QuillBot semakin sering digunakan mahasiswa untuk membantu menyusun tugas akademik, yang kemudian memunculkan kekhawatiran terkait kemandirian berpikir dan etika akademik. Penelitian ini bertujuan untuk menganalisis bagaimana mahasiswa semester enam memanfaatkan AI dalam setiap tahapan menulis, serta mengevaluasi kelebihan dan kekurangannya terhadap pengembangan kemampuan menulis akademik.

Penelitian ini menggunakan pendekatan metode campuran (mixed method) dengan desain *convergent parallel*, yang memungkinkan pengumpulan data kuantitatif dan kualitatif secara simultan namun terpisah. Data kuantitatif diperoleh melalui penyebaran angket kepada 88 mahasiswa semester enam Program Studi Pendidikan Bahasa Inggris UIN Sjech M. Djamil Djambek Bukittinggi yang telah menggunakan AI dalam proses menulis. Instrumen angket divalidasi melalui uji validitas isi dan diuji reliabilitasnya menggunakan analisis korelasi Pearson. Sementara itu, data kualitatif dikumpulkan melalui wawancara mendalam terhadap 10 mahasiswa yang dipilih secara purposive berdasarkan keterlibatan aktif mereka dalam penggunaan AI. Data kuantitatif dianalisis secara statistik deskriptif, sedangkan data kualitatif dianalisis menggunakan teknik analisis tematik.

Hasil penelitian menunjukkan bahwa mahasiswa memanfaatkan AI dalam berbagai tahap menulis, terutama pada tahap pra-menulis, penulisan draf, dan revisi. AI dinilai sangat membantu dalam memperbaiki tata bahasa, menyusun struktur kalimat, dan memperluas kosakata. Namun, ditemukan juga praktik tidak etis, seperti menyalin langsung hasil AI tanpa parafrase atau refleksi kritis. Hal ini menunjukkan adanya kesenjangan antara persepsi positif mahasiswa terhadap AI dan kemampuan berpikir mandiri yang seharusnya dikembangkan dalam proses akademik. Oleh karena itu, penggunaan AI perlu diimbangi dengan literasi digital, kesadaran etis, dan pembinaan akademik yang tepat agar AI benar-benar menjadi alat bantu, bukan pengganti proses berpikir mahasiswa.

Kata Kunci: *Kecerdasan Buatan, Penulisan Akademik, Mahasiswa, AI dalam Pendidikan, Etika Akademik*

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CHAPTER I

INTRODUCTION

A. Background of the problem

For millennia, academic writing courses have been created to give students the abilities and information needed to succeed in a variety of academic (Afifah, Rustanti, and Purwanti 2020). These educational programs were especially created by researchers to help students develop and enhance their writing skills in fundamental subjects. These academic writing principles include using acceptable language and style, making sure that borrowed intellectual ideas are properly referenced and cited, and structuring and arranging academic writings. Academic integrity, which includes unique and non-plagiarized assignments, practical research skills, critical analysis and thinking, and concept integration are further emphasized in academic writing courses (Rizkina et al. 2025).

Academic courses are frequently offered by establishments such as colleges, universities, and online learning environments. Students, researchers, academics, and professionals who want to improve their academic communication skills can enroll in the classes. The primary goal of academic writing courses is to teach students the accepted standards, methods, and standards for writing that are often accepted in scholarly and academic settings (Multahada et al. 2023). cholars note that academic writing presents difficulties for both students and inexperienced writers, even if academic courses contribute to the advancement of knowledge in a variety of subjects. The use of writing technology to investigate new

avenues for academic writing assistance is growing in popularity as a means of overcoming these obstacles.

Writing tools driven by artificial intelligence (AI) are one of the emerging technologies in educational settings. A thorough foundation for comprehending the process of new technologies and creative ideas spreading throughout society is offered by the Diffusion of Innovations theory put forward by (Rogers 2017). Artificial intelligence (AI) has emerged as a promising invention in the field of education, especially in the area of writing instruction. AI provides a variety of tools and applications, such as grammar checkers and improved writing style recommendations, to help students improve their writing abilities. The acceptance of innovations is influenced by five primary variables, according to Rogers: relative advantage, compatibility, complexity, testability, and observability.

AI programs such as QuillBot, AI Writer, and Typeset provide the ability to alter the original expression or sentence by changing the sentence structure or using synonymous words. Wordtune provides translation options that help non-native English speakers to translate different languages into English (Dergaa et al. 2023). ChatGPT, Trinka AI, and Writesonic support text-based content creation, making the writing process easier for students and saving time. In addition, research shows that AI tools such as Grammarly, Jasper, and Consensus not only assist users in improving their writing but can also provide opportunities for academic

proficiency when users notice differences between their initial writing and the improved revisions suggested by the programs.

The importance of this research lies in the need to analyze in depth the role of AI in one important part of the university curriculum: the development of students' abilities in academic writing and composing. Good writing skills are fundamental to effectively conveying ideas, conducting research, critically analyzing texts, and succeeding in various educational and professional fields. However, the increasing use of AI-based writing assistants raises concerns about over-reliance on technology that may hinder the development of these essential skills. It is important to explore how AI tools can either help or hurt learning goals and teaching methods in human-led academic writing classes. While AI grammar checkers and language models may be helpful in editing and originality, it remains unclear whether such tools can adequately teach higher-order skills such as rhetorical analysis, source synthesis, forming evidence-based arguments, following discipline-specific writing conventions, and developing an authentic voice (Fitria 2024).

Based on preliminary research through observation and filling out questionnaires on 20 January 2025 by English language education students. A total of 26 students filled in the G-form; 15 students of class 2022 and 11 students of class 2023 at Sjech M. Djamil Djambek University, Bukittinggi. The researcher found several related facts from the results of the preliminary research. Firstly, students feel that AI is very helpful to them in writing, and they make this AI a tool to help them in

writing. Second, students use various kinds of AI that they know, such as Gemini, Chat GPT, Perplexity, and others, but the most popular one used by students is ChatGPT. Third, students know the advantages and disadvantages of using AI as a tool to help them in writing. (see appendix , p. 97)

The G-form results show that AI is very helpful in their writing. In terms of data that researchers get from interviews with lecturers, the data that researchers get is that students have a tendency to use AI only to copy and paste the results of AI into writing without paraphrasing first. From this the researcher raises the problem that there is a gap between the 2 data obtained by researchers from the G-Form and the results of interviews with lecturers.

There is a discrepancy or mismatch between the two data sources. On the one hand, AI is considered very helpful (showing the positive side of using AI), but on the other hand, there are ethical and writing quality problems because students do not reprocess AI results but directly copy-paste. It can be concluded that the problem with the above data is that AI is considered helpful, but students' practice shows excessive reliance without reprocessing, which can cause academic problems.

Based on the explanations mentioned above, it is possible to conclude that AI is the most rapidly developing technology in education. It is evident that AI has made a significant impact on the realm of education; students use AI as a tool in their learning process. By comparing students' marks in thesis writing workshops before and after employing AI, the

researcher examines how AI might help students become better writers. Students in the sixth semester of Sjech M. Djamil's English Study Program at Djambek State Islamic University Bukittinggi participated in this study. "THE USE OF AI TOWARD STUDENTS' WRITING ON THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY SJECH M. DJAMIL DJAMBEK BUKITTINGGI"

B. Identification of the problem

Based on the above background, there are several problems that can be identified as follows:

1. Some students do not know how to utilize AI to help them write in English.
2. Some students just rely on the answers from AI as definite answers when asked to write without evaluating those answers.
3. Some students rely too much on the AI; this interferes with their way of thinking in writing.

C. Research Question

1. Have students used AI in writing in the sixth semester of the English study program at Sjech M. Djamil Djambek State Islamic University Bukittinggi?
2. What are the advantages of using AI tools on students' ability to develop writing skills in sixth-semester students of the English study program at Sjech M. Djamil Djambek Bukittinggi State Islamic University?

3. What are the disadvantages of using AI tools on students' ability to develop writing skills in sixth-semester students of the English language study program at Sjech M. Djamil Djambek Bukittinggi State Islamic University?

D. Purpose of The Research

In relation to the research questions above, the researcher presents the research objectives as follows:

1. To investigate how students integrate AI into different stages of writing,including pre-writing,drafting, and post-writing at the 6th semester students of the English language study programme at Sjech M. Djamil Djambek State Islamic University Bukittinggi.
2. Analyze the Advantages using AI tools on students' ability to develop writing skills at the sixth semester students of the English language study program at Sjech M. Djamil Djambek State Islamic University Bukittinggi.
3. Analyze the Disdvantages using AI tools on students' ability to develop writing skills at the sixth semester students of the English language study program at Sjech M. Djamil Djambek State Islamic University Bukittinggi.

E. Significance of The Research

This research is expected to contribute to the development of theory in the field of English education, especially regarding the application of artificial intelligence (AI) in teaching writing. In addition,

this research provides theoretical and practical benefits that have direct applications in the world of education, especially for students, teachers, and academic institutions.

Theoretically, this work shows that AI can be used to support active learning, where students not only receive information but also engage interactively in the writing process. By using AI, students can get faster and more relevant feedback, which helps them identify errors and improve their writing immediately. However, in practice, students have not utilized AI optimally.

In practice, the results of this study can be applied in an educational context to design a curriculum that is more suited to students' needs. In order for each student to learn in the way that is most effective for them, teachers can use AI tools to analyze student writing and provide tailored advice. Students' writing skills improve, and they are also better prepared to face challenges in a rapidly evolving digital world.

F. Definition of Key Terms

1. Artificial Intelligence in Writing

AI in writing in this study refers to the use of AI in the writing process from preparation to writing, editing, publishing, and revising. The purpose of this study is to explore how the use of AI at each of these stages can help students become better writers overall.

2. Artificial Intelligence (AI)

Artificial Intelligence (AI) in this study refers to AI-based programs such as Grammarly, ChatGPT, QuillBot, and others that

support students in writing. The use of AI in this study includes how students utilise it to improve the grammar, vocabulary, and structure of their writing.

3. Writing

Writing refers to students' ability to create academic or non-academic texts in English. This ability includes various aspects such as grammar, vocabulary, cohesion, and coherence, as well as writing structures that conform to academic standards.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literatures

1. AI (ARTIFICIAL INTELLIGENCE)

a. The Definition of Artificial Intelligence

Artificial intelligence (AI) refers to the imitation of human intelligence applied to machines and programmed to think like humans. AI is a branch of computer science that focuses on developing technologies and algorithms that allow machines or computer systems to mimic human abilities to learn, think, and act independently. AI allows computers to learn from experience, recognise patterns, make decisions, and complete complex tasks quickly and (Sobron and Lubis 2021). AI seeks to enable machines to perform tasks that typically require human intelligence, such as voice and facial recognition, natural language processing, decision-making, and problem-solving (Brookings 2015). AI is a division within computer science that focuses on creating systems or machines that can mimic human cognitive abilities, including thinking, learning, and decision-making. In this context, AI-equipped machines can perform tasks that previously could only be done by humans, such as recognising voices, understanding languages, and solving complex problems. AI was created to make computer systems capable of mimicking human intellectual abilities.

Tools such as Grammarly, ChatGPT, QuillBot, Mendeley, and Turnitin are very often used by researchers to improve efficiency, accuracy, and productivity in writing. These tools offer services such as grammar checking, reference management, writing assistance, and plagiarism detection. Additionally, AI algorithms can help in data processing, literature review, content creation, and plagiarism detection (Patty, Que, and Ilmiah 2023).

While artificial intelligence offers many advancements and innovations that can support society in various aspects of life, it is also important to realise that artificial intelligence (AI) has social and ethical impacts that need to be considered. The term is used because AI is able to apply knowledge, learn about human life, and record various reactions given by humans to develop its own capabilities. But despite its advantages, artificial intelligence also has disadvantages. Namely, it lacks emotion in communicating and responding to feedback from humans.

Artificial intelligence has a long history. On 10 February 1996, the then world chess champion, Garry Kasparov, had a chess match against an artificial intelligence named Deep Blue. Artificial intelligence is a human creation, which has both positive and negative impacts on society. Artificial intelligence is designed to simplify human work in the digital world, but with the rapid advancement of information technology and industry, there are concerns among the public about the negative impact that the development of artificial

intelligence may have (Russell 2021). Therefore, it can be said that artificial intelligence is a big ontological question that remains unanswered.

The use of artificial intelligence in education functions as media and learning support. In order for the learning process to be carried out properly and optimally, the use of artificial intelligence as a learning tool can help teachers, educators, and mentors in delivering material to students so that students can more easily understand the lessons (Zawacki-Richter et al. 2019). With the help of artificial intelligence, both teachers and students can improve the quality and effectiveness of their scientific work and reduce errors that may occur. This can support teachers and students in producing high-quality research that contributes to the advancement of science and education. Artificial intelligence can encourage some teachers and students to take concrete steps in publishing their scientific articles. Now, they feel more confident to share their knowledge and research results with the scientific community. From the various benefits offered by artificial intelligence, interest in education is increasing.

b. The Concept of Artificial Intelligence

Artificial intelligence (AI) as a branch of computer science focuses on developing systems capable of performing tasks that typically require human intelligence, such as learning, reasoning, and problem (Russell & Norvig, 2020). In the context of education, AI has evolved into an important tool to support learning through automation

of routine tasks, customisation of learning, and provision of real-time feedback. Specifically, in writing learning, AI is used to help students improve the quality of their writing through natural language processing (NLP) technology. This technology enables AI-based tools such as Grammarly, ChatGPT, and Pro Writing Aid to analyse texts in depth, providing suggestions for improving grammar, spelling, sentence structure, and even writing style (Tajik 2024) In addition, AI can also help students develop creative ideas and formulate more logical arguments in their writing. AI encourages writing creativity, improves student understanding, and enables adaptive learning (Rifqi, Ahmad et al. 2025). By analysing the writing produced by AI, students can see various examples and learn how different writers express their writing.

In the field of education, artificial intelligence enables more efficient and adaptive learning experiences. It can be used to analyse student performance data in depth, provide educators with information on students' strengths and weaknesses, and tailor learning materials according to students' individual needs(Abdulmunem 2023). In addition, artificial intelligence also helps overcome barriers in education by providing assistive devices for students with special needs, such as voice recognition technology for students with hearing impairments or text-to-voice conversion tools for students with dyslexia. With these capabilities, artificial intelligence not only

improves accessibility but also creates a more inclusive learning environment.

In writing learning, AI has become a game-changing tool that supports students to improve their writing through natural language processing technology. AI-based tools such as Grammarly, ChatGPT, and ProWritingAid are able to deeply analyse texts to find errors in grammar, spelling, and sentence structure and provide suggestions for better writing styles. (Tajik 2024) These technologies not only help students correct technical errors but also make it easier to develop creative ideas and construct more logical arguments. For example, ChatGPT can serve as a brainstorming partner to generate new ideas or draft initial writing that can then be further developed by students.

One of the main advantages of artificial intelligence in education is its ability to provide immediate feedback. In academic or creative writing, this feedback is crucial to help students recognise their mistakes and correct them immediately. Research shows that real-time feedback from AI-based tools can increase students' motivation and accelerate their learning (Holmes, Maya, and Fadel 2019). In addition, artificial intelligence can also be used to support collaboration between students through cloud-based platforms that enable automatic peer review.

With its various benefits from personalising learning to improving the efficiency of the assessment process AI has demonstrated its ability as a tool that can transform education. In the

context of learning writing specifically, this technology not only helps in improving technical skills but also encourages students' creative exploration and development of critical thinking.

c. Artificial Intelligence in Education.

Artificial intelligence (AI) has emerged as a major breakthrough in educational technology, with the power to change how we approach teaching and learning. AI encompasses the capability of computer systems to carry out tasks that usually necessitate human intellect, such as understanding human language, recognizing patterns, and learning through experience (Intang Sappaile et al. 2024). Within the educational landscape, AI presents numerous possibilities that can improve the learning journey and enhance the teaching method. For instance, AI can create personalized learning systems that modify educational content to suit each student's unique needs and strengths, leading to a more tailored and effective educational experience. Furthermore, AI can offer immediate feedback to learners, helping them spot errors and refine their abilities as they study. Consequently, AI acts as both a useful resource and a transformative force in education, enabling teachers to dedicate more time to fostering students' critical thinking and creativity (B, Thamrin, and Milani 2024).

Artificial intelligence in the field of education encompasses various uses of machine learning techniques and models to examine data, offer tailored feedback, and enhance the overall educational

experience. Through the implementation of AI, teachers can design learning environments that adaptively modify instructional content and strategies according to each learner's needs, preferences, and speed of learning. (Zawacki-Richter et al. 2019). Through the implementation of AI, teachers can design learning environments that adaptively modify instructional content and strategies according to each learner's needs, preferences, and speed of learning. Such modifications create a more individualized learning journey, enabling students to interact with material that resonates with them and is more manageable. For instance, AI platforms can monitor student progress instantly, pinpointing areas where learners might encounter difficulties and providing specific resources or tasks to help them overcome these obstacles. Furthermore, AI can promote teamwork by linking students with classmates who possess different strengths or insights, which cultivates a more engaging and dynamic educational environment. Consequently, AI not only functions as a significant educational resource but also transforms the traditional educational model, altering how students learn, engage with academic content, and hone their critical thinking and problem-solving abilities. (Suharso, Sedyati, and Purwatiningsih 2023). This move towards a more individualized and analytics-driven educational framework has the potential to enhance learning results and equip students for the challenges of today's world.

d. The Type of Artificial Intelligence.

Artificial Intelligence (AI) can be divided into several types based on its function, complexity, and how it works. Here are some commonly recognized types of AI:

a) **Artificial Narrow Intelligence (Narrow AI),** also known as Weak AI, is a type of artificial intelligence designed to solve specific tasks with limited capabilities. Narrow AI operates within a predefined scope and does not have human-like consciousness, understanding, or the ability to think in general. (Mr. V. SOWRI BABU 2024). Unlike Artificial General Intelligence (AGI), which has the potential to understand, learn, and apply knowledge across multiple domains in a manner similar to humans, Narrow AI can only perform pre-programmed functions and cannot adapt outside of a predefined context.

Narrow AI functions by analyzing existing data and patterns to make decisions or predictions, often using machine learning techniques and complex algorithms. Although limited, narrow AI has made a significant impact in various industries, improving efficiency, productivity, and user experience (Gleneagles,

Larasyifa, and Fawaiz 2024). AI narrow examples used for writing in an educational context:

- **Google Translate** uses Neural Machine Translation (NMT) technology to translate text from one language to another. By utilizing neural networks, Google Translate can understand the context of a sentence and produce a more natural and accurate translation than previous methods. While very useful, Google Translate still has limitations in handling complex language nuances and idioms (Noviany, Edel, and Zaman 2024).
- **Grammarl**y, on the other hand, functions as a writing assistant that helps users improve their grammar, spelling, and writing style. Using AI algorithms, grammarly analyzes written text and provides suggestions for improvement, as well as explaining any errors it finds. This helps users improve the quality of their writing, although grammarly cannot replace a deep understanding of context or creativity in writing. (Marliyanda, Wachyudi, and Kartini 2022)

- **Chat-GPT**, is a generative AI model developed by Open-AI that is capable of generating text based on given input. It is part of the GPT (Generative Pre-trained Transformer) family of models designed to understand and generate natural language. Chat-GPT can be used for a variety of purposes, such as answering questions, creating content, and interacting in conversations. (Setiawan, Karuniawati, and Janty 2023).

b) **Artificial Strong Intelligence (Strong AI),** also known as Artificial General Intelligence (AGI), is a type of artificial intelligence that has the ability to understand, learn, and apply knowledge across multiple domains in a manner similar to humans. Unlike narrow AI, which is designed to complete specific tasks with limited capabilities, strong AI has the capacity to think generally, adapt to new situations, and perform a variety of tasks that are not limited to one particular area (Ng and Leung 2020).

Here are some examples that are often discussed in the context of Strong AI, even though they have not yet fully achieved that status**:**

- **OpenAI's GPT-3 and GPT-4:** While these models are very advanced in natural language processing and can produce text that closely resembles human writing, they still fall into the category of narrow AI because they lack deeper understanding or awareness. They cannot think or understand context beyond the data they were trained on (Rahaman et al. 2023).
- **DeepMind's AlphaGo:** AlphaGo is a program designed to play the game of Go and has defeated the world's best players. While very advanced in the context of Go, AlphaGo lacks the ability to adapt outside of the game, so it does not meet the criteria for strong AI (Hölldobler, Möhle, and Tigunova 2017)
- **IBM Watson:** Watson is best known for its ability to answer questions in the Jeopardy! competition and is used in a variety of applications, including healthcare and data analytics. However, while Watson can process and analyze information very well, it still operates within predetermined boundaries and

lacks general awareness or understanding (Albert, Das, and Praveenkumar 2021).

c) **Super AI, or artificial superintelligence (ASI),** is a form of artificial intelligence that surpasses human intelligence in all areas, including problem-solving, creativity, and decision-making. ASI is not only able to perform cognitive tasks with incredible efficiency, but it can also learn and adapt rapidly to new situations, making it superior to humans in many aspects. According to he argues that super AI has the potential to bring extraordinary progress to humanity but can also pose existential risks if not managed properly. Meanwhile, according to (Elon Musk et al. 2023), he believes that if there is no proper regulation, super AI could be a threat to humanity. Musk stated that “artificial intelligence is one of the biggest risks we face as a species."

Other examples of Strong AI include:

- **Advanced Virtual Assistants**: Such as Google Assistant and Amazon Alexa, which not only answer questions but can also understand context and perform more complex tasks based on user commands (Palanica and Fossat 2021).

- **Interactive Gaming Systems**: Examples such as Detroit: Become Human, where AI characters can interact with players and make decisions based on the situation at hand, demonstrate near-human cognitive capabilities (Lagrange 2023).
- **Intelligent Robotics**: Robots that can adapt to their environment and learn from experience, such as robots used in industry to perform tasks that require higher-level thinking (Hendriana 2023).

e. The Advantage of Artificial Intelligence

Artificial intelligence has brought significant changes in the way students learn and write. In the context of learning to write, AI offers various advantages that can substantially improve students' abilities:

a) Improved Writing Quality:

- AI-based tools, such as Grammarly and Pro Writing Aid, automatically identify and correct grammar, spelling, and sentence structure errors. Advanced natural language processing (NLP) technology provides accurate and specific feedback, allowing students to significantly improve the quality of their writing.

- AI can also assist students in choosing more appropriate words, constructing sentences in a more professional style, and providing advice on how to make stronger and more convincing arguments (Abbas 2023). Thus, AI not only helps students avoid mistakes but also improves their ability to write clearly, concisely, and effectively.
- Advanced AI systems can analyze texts written by students and provide feedback that is specific and relevant to their individual learning needs (Hindra Kurniawan, Adiguna Sasama W.U, and Tambunan 2024).

b) Time Efficiency and Increased Productivity:

- AI can automate routine and time-consuming tasks, such as plagiarism checking, bibliography preparation, and revision of writing (Abbas 2023). This allows students to focus on the more creative and analytical aspects of their writing, such as developing ideas, structuring arguments, and conducting research.
- The ‘help me write’ feature of Google Docs, powered by Duet AI, can assist students in quickly putting together an initial draft, provide advice on writing structure, and even help with writer's block. Thus, AI can help students complete writing tasks more efficiently and effectively.

- The use of AI in research and writing can speed up the process. AI can help in identifying relevant sources, compiling bibliographies, and even analyzing research data (Abbas 2023).

c) Personalized Learning and Adaptive Feedback:
   - AI-based adaptive learning systems are able to adjust feedback and task difficulty levels based on students' individual needs and progress (Manuel, Aini, and Agustina 2023). In this way, each student can learn according to their own pace and learning style, maximizing their learning potential.
   - AI can provide personalized feedback and help students identify and correct weaknesses in their written work (Hindra Kurniawan, Adiguna Sasama W.U. , and Tambunan 2024).

d) Improving Accessibility and Inclusivity:
   - AI supports students with special needs, such as dyslexia or other learning disorders, by providing tools designed to improve their writing skills (Manuel, Aini, and Agustina 2023).
   - AI technology also enables students from different language backgrounds to understand academic texts in foreign languages through automated translation tools such as DeepL or Google Translate(Amal et al. 2024). This opens up access to a wider range of

learning resources and helps students overcome language barriers.

e) Encourage Creativity and Collaboration:

- AI can be used as a non-judgmental brainstorming partner, helping students generate new ideas without fear of criticism. Tools like Chat-GPT can help students overcome writer's block by providing writing structure suggestions or initial ideas for content development.
- AI can also facilitate collaborative learning by connecting students from different locations to work together on projects or discussions(Hindra Kurniawan, Adiguna Sasama W.U, and Tambunan 2024).

f. The Disadvantage of Artificial Intelligence

While it offers many benefits, the use of AI in learning to write also has a number of disadvantages and potential negative impacts that need to be considered:

a) Over-reliance and Skill Decline:

- One of the main risks of using AI is over-reliance on this technology, which can reduce students' ability to think critically and write independently. Dependence on AI can hinder students' ability to write independently and creatively (Manuel, Aini, and Agustina 2023).

b) Lack of Deep Understanding and Originality:
   - AI often produces texts without a deep understanding of context or specific emotional nuances (Septi Rahayu 2023).This can cause the writing to lack originality or lose the personal touch that is important in academic or creative work.
   - While AI can help generate the initial idea or structure of a piece of writing, it cannot replace human creativity completely (Septi Rahayu 2023). Writing that is entirely generated by AI tends to lack innovation and emotional depth that only humans can produce.

c) Algorithm Bias and Lack of Perspective:
   - AI-based tools are trained using big data that may reflect certain social or linguistic biases (Septi Rahayu 2023). This can lead to biased or unfair results, especially in culturally or socially sensitive topics.
   - As most AI tools are based on majority data, minority perspectives are often overlooked in the automated authoring process (Patty, Que, and Ilmiah 2023). This can lead to homogenization of academic content and reduced diversity of ideas in writing.

d) Ethical Issues and Plagiarism:
   - The use of AI in writing may raise ethical issues related to originality and authorship (Septi Rahayu

2023). Students may be tempted to use AI to produce assignments without making significant contributions, which could be considered plagiarism. It is important to educate students on the ethical and responsible use of AI and ensure that they understand the importance of academic integrity.

e) Accuracy Limitations and Factual Errors:

- According to (Holzmann, Anand, and Payumo 2025) Generative AI such as Chat-GPT sometimes produces inaccurate or false information due to limitations in understanding specific contexts. Therefore, users should always verify the facts and information generated by the AI before using it in their writing.

2. Nature of Writing

a. Definition of writing.

Writing is an active and creative use of language, enabling people to share thoughts, emotions, and knowledge through written words. This intricate ability requires a grasp of grammar, word choice, and proper organization of text. In a learning environment (Parr 2022), writing is crucial for enhancing students' critical and analytical thinking abilities. By engaging in writing, students can consider their comprehension, arrange their ideas, and express their thoughts effectively. This practice also contributes to a greater understanding of the topic and enhances general communication skills.

Writing is essential in education, especially in developing learners' critical and analytical thinking abilities. It serves more than just as a means of communication; it is a mental activity that demands individuals to assess, dissect, and integrate information. The act of writing incorporates intricate cognitive activities that enhance critical thinking. As noted by (Walz 2023), writing involves strategizing, structuring thoughts, examining evidence, and correcting drafts. By engaging in writing, students have the chance to contemplate their knowledge, arrange their ideas, and express thoughts effectively. This practice also contributes to a deeper comprehension of the subject and enhances general communication abilities.

With the progress in technology, tools for writing that utilize artificial intelligence (AI) have become game-changing resources in the writing journey. These resources offer immediate feedback, help with grammar fixes, and provide suggestions for enhancing writing style, thus raising the standard of students' written work. AI-driven writing tools greatly enhance the caliber of student writing by focusing on grammar, word choice, flow, and structure. According to (Roisah, Widyaningsih, and Purwananti 2024), students who employed ChatGPT showed significant gains in grammatical precision, sentence formation, and overall fluency. The role of writing in education highlights the necessity of incorporating this skill into the curriculum, ensuring students can write effectively and leverage modern technology to aid their writing endeavors.

AI-driven writing applications have transformed how learners engage with the writing process by delivering quick feedback, streamlining error correction, and supplying tailored suggestions. These applications offer prompt responses to students, enabling them to swiftly rectify errors and enhance the standard of their writing (Kumar 2023). Such tools not only elevate the quality of student writing but also promote involvement and productivity. Nevertheless, their incorporation into teaching must be handled with care to avoid excessive dependence and guarantee responsible usage. A well-rounded strategy that merges conventional teaching methods with AI support should be embraced.

b. The Process of Writing.

The process of writing typically involves a number of key phases: brainstorming, composing, revising, proofreading, and sharing. Every phase is crucial for crafting and improving the written piece, making sure the message is clear and impactful.(Fitri Ayu and Devi 2023)

a) Prewriting

Prewriting serves as the first phase of the writing journey, during which authors brainstorm ideas, clarify the aim of their writing, and outline the organization of their work. According to (Murray 2018), this preliminary phase is vital for writers to delve into their thoughts prior to commencing the actual writing. He suggests that engaging in this activity aids writers in

arranging their ideas and establishing their writing goals, leading to a more coherent and impactful written piece. Meanwhile (John Trimbur 2018), points out that prewriting assists authors in recognizing and articulating their arguments more effectively. He contends that by organizing the framework and intent of their writing, writers are better equipped to communicate their message to their target audience.

Overall, that prewriting not only facilitates the organization of ideas but also improves writers' ability to communicate effectively with their audiences, resulting in higher-quality writing.

b) Writing

The stage of writing consists of converting concepts into structured sentences and paragraphs. In this part of the process, authors concentrate on crafting their arguments, ensuring clarity, and following the selected style. According to (Graham, S., & Perin 2019), noted that writing abilities can be enhanced through regular practice and helpful feedback. They also pointed out several techniques, including the application of organizational charts and revision methods, that aid students in developing their writing capabilities. (T.Kellogg 2020), stated that writing is regarded as a process that requires analytical thinking and specific skills, where the writer needs to oversee different elements of writing to create effective and significant text. For additional

details, you can consult Kellogg's works, which delve into the writing procedure and related competencies.

The integration of these two viewpoints offers a thorough framework for teachers and learners to grasp and enhance their writing abilities. Utilizing these concepts allows students to improve their writing while also cultivating analytical thinking skills that will serve them well in various areas of their education and careers.

c) Revising

Revising is the step in which authors examine and refine their drafts. This phase entails assessing the content, organization, and precision of the writing. Authors should be open to making considerable modifications to elevate the quality of their work. Research conducted by (T.Kellogg 2020) shows that good revision techniques can enhance writing's clarity and cohesiveness while also aiding authors in spotting and fixing mistakes. As noted by (Naim 2019) revision enables writers to investigate various ways of expressing their ideas and discover their unique voices. Elbow suggests that authors should not only concentrate on grammatical mistakes but also think about how their writing can connect more meaningfully with their audience.

It can be determined that both viewpoints are crucial for authors aiming to improve their writing, as they demonstrate that editing goes beyond merely fixing errors; it also involves

strengthening the writer's connection with their concepts and readers. By combining these two methods, authors can create texts that are clearer, more cohesive, and more impactful.

d) Editing

Editing involves the careful adjustment of text to fix mistakes in grammar, punctuation, and spelling. This phase is essential for making the writing look refined and professional. Research by (Graham, MacArthur, and Hebert 2019) emphasizes how vital editing is within the writing process, as it assists writers in polishing their language and enhancing the overall clarity of their work. (Flower and Hayes 2016) editing is a key phase that requires examining the text to verify that all components are functioning correctly. They note that editing goes beyond merely correcting mistakes; it also entails making sure that the writing fulfills its communicative goals and addresses the needs of the audience.

The ideas presented by Graham, MacArthur, and Hebert, in conjunction with those of Flower and Hayes, emphasize the complex dimensions of editing within the writing process. Both viewpoints reveal that editing extends beyond merely fixing superficial mistakes; it represents a vital phase that encompasses enhancing language, boosting readability, and making certain that the writing fulfills its communication goals. By integrating these methods, authors can create well-crafted, professional documents

that successfully connect with their readers and express their desired message.

e) Publishing

Publishing is the concluding phase of the writing journey, during which the content is prepared for distribution to readers. This step may include submitting articles to academic journals, delivering presentations in educational settings, or posting on online platforms. At this point, writers need to think about who their audience is and the environment in which their work will be interpreted. According to (Hyland 2019), publishing goes beyond just spreading information; it involves connecting with readers and building relationships. According to (Graham, MacArthur, and Hebert 2019), point out that publishing is a crucial part of the writing journey that enables writers to present their work to a larger audience. They emphasize that publishing not only boosts an author's authority but also creates a chance to make contributions to a particular area of knowledge. This viewpoint stresses the professional and scholarly importance of publishing, as it helps writers to position themselves as trustworthy voices in their respective fields. By making their work available, authors can shape current debates, add to the growth of knowledge, and receive acknowledgment for their input.

Together, both viewpoints highlight that publishing is not just a concluding phase but an essential part of the writing

journey that influences how work is perceived and appreciated in the wider academic and professional world. By incorporating these ideas, authors can see publishing as a chance to reach out to readers and contribute significantly to their respective areas.

c. The Type of Writing.

Writing can be categorized into several types based on the purpose, audience, and context. Among these, four notable types are imitative writing, intensive writing, responsive writing, and extensive writing (Hamsa and Haliq 2023).

a) Imitative Writing.

Imitative writing involves copying or mimicking the style, structure, or content of existing texts. This type of writing is often used in educational settings to help students learn the mechanics of writing, such as grammar, punctuation, and sentence structure. By imitating proficient writers, students can internalize effective writing techniques (T.Kellogg 2020). According (Qin and Zhang 2019) that imitative writing is not only beneficial for improving writing skills, but also for strengthening students' understanding of grammar and writing style.

These two views complement each other in describing the benefits of imitative writing. T. Kellogg emphasizes the importance of basic writing techniques that can be learned through imitation, while Qin and Zhang add a broader dimension by showing that imitative writing also strengthens students'

understanding of grammar and writing style. Overall, imitative writing is an effective method in education that not only helps students master the mechanics of writing, but also deepens their understanding of important elements in writing.

b) Intensive Writing

Intensive writing refers to writing activities that require a high level of focus and detail. This type of writing often involves shorter texts, such as essays or reports, where students are expected to engage deeply with the content, analyze information, and present well-structured arguments (Graham, MacArthur, and Hebert 2019). Accoding (Pipit Muliyah e.t all 2020) stated that intensive writing is a writing process that is done with high consistency and continuity. This helps writers improve the quality of their writing quickly and effectively.

These two views complement each other in describing intensive writing. Graham, MacArthur, and Hebert emphasize the importance of deep engagement and analysis in the writing process, while Pipit Muliyah et al. highlight the importance of consistency and continuity in writing practice. Overall, intensive writing is an effective approach in education that not only encourages students to engage deeply with the content but also encourages them to practice regularly, thus improving the quality of their writing quickly and effectively.

c) Responsive Writing.

Responsive writing involves writing that is prompted by a specific stimulus, such as a reading assignment, a discussion, or a particular question. This type of writing encourages students to engage with the material and express their thoughts, opinions, or analyses in response to what they have read or discussed (Hyland 2019).According from (Parr 2022) Parr emphasizes that responsive writing can help students to develop critical thinking and analytical skills, as they are expected to respond actively to the texts they read or the experiences they go through.

These two views complement each other in describing responsive writing. Hyland emphasizes the importance of students' engagement with the material and their ability to express responses, while Parr adds a deeper dimension by pointing out that responsive writing also serves to develop critical and analytical thinking skills. Overall, responsive writing is an effective approach in education that not only encourages students to engage with the material, but also helps them develop the thinking skills necessary for the analysis and evaluation of information.

d) Extensive Writing.

Extensive writing refers to writing activities that involve longer texts and a broader scope. This type of writing is often less formal and allows for greater creativity and exploration of ideas. Extensive writing encourages students to write for pleasure and to

develop their voice and style (Nation and Newton 2020).According to (Hyland 2019) Hyland explains that extensive writing gives students the opportunity to express their ideas more freely and creatively. This helps them develop their writer's voice and improve their overall writing skills.

These two views complement each other in describing extensive writing. Nation and Newton emphazise the exploration and creativity aspects of longer and less formal writing, while Hyland highlights the importance of freedom in expressing ideas that contribute to the development of the writer's voice. Overall, extensive writing is an effective approach in education that not only encourages students to write more creatively and enjoyably, but also helps them develop better and more personalized writing skills.

d. Purpose of Writing.

Writing serves various purposes, each of which shapes the content, style, and structure of the text. Understanding the different purposes of writing—namely to inform, to persuade, to express oneself, and to entertain—can help writers tailor their work to effectively communicate their intended message.

a. To Inform.

The primary purpose of informative writing is to convey factual information and educate the audience about a specific topic. This type of writing is characterized by clarity, accuracy,

and objectivity. Informative writing can be found in various forms, including reports, articles, and textbooks (Graham, MacArthur, and Hebert 2019).

b. To Persuade.

Persuasive writing aims to convince the audience to adopt a particular viewpoint or take a specific action. This type of writing employs rhetorical strategies, emotional appeals, and logical reasoning to influence the reader's beliefs or behaviors (Hyland 2019).

c. To Express Oneself.

Writing to express oneself focuses on conveying personal thoughts, feelings, and experiences. This type of writing is often subjective and allows the writer to explore their identity and emotions. It can take various forms, including personal essays, journals, and creative writing (T.Kellogg 2020).

d. To Entertain.

The purpose of entertaining writing is to engage and amuse the audience. This type of writing often employs humor, storytelling, and imaginative elements to captivate readers. Entertaining writing can be found in fiction, poetry, and various forms of creative writing (Hyland 2019).

3. ARTIFICIAL INTELLIGENCE IN WRITING

AI in writing offers a variety of tools and applications that can improve every stage of the writing process, from planning to

publication. By utilizing these technologies, writers can improve the efficiency, creativity, and quality of their writing. However, it is important to use AI ethically and responsibly, ensuring that these technologies complement, not replace, human creativity and expertise. AI can help writers in every phase, from pre-writing, writing, revising, editing and publishing.

a. Pre-Writing

Artificial intelligence (AI) in the pre-writing stage is explored by researchers who highlight its role in enhancing idea generation and organization. AI tools facilitate brainstorming, provide structured outlines, and assist in research, ultimately improving the overall writing process. According to (Taib et al. 2024) In the pre-writing stage, tools such as Chat-GPT are used to brainstorm topics and draft an outline. The main challenge lies in ethically integrating AI to maintain originality. AI's ability to provide structural guidance for designing outlines, determining key points, and saving research time through literature recommendations. AI also helps to identify grammatical errors at an early stage, allowing students to focus on the substance of ideas (Muaddyl Akhyar et al. 2023)

In summary, Taib and Muaddyl Akhyar provide valuable insights into the role of AI in the pre-writing stage. While Taib et al. focus on the ethical challenges and

structural guidance provided by AI, Muaddyl Akhyar et al. highlight the importance of technical proficiency and efficiency in writing. Together, these perspectives illustrate the multifaceted impact of AI on the writing process, emphasizing the need for a balanced approach that considers both ethical and practical dimensions.

b. Writing

The use of AI in the writing process covers various aspects, such as summarizing information, generating automated content, and perfecting language style. AI can help writers by managing the initial tasks, allowing them to focus more on creativity and idea development, and improving the efficiency and quality of their writing.

According to (Mustikaningsih and Fahrudin 2024) emphasized that while AI offers many advantages in improving the efficiency and effectiveness of PR practices, it is important for professionals to retain their human skills and consider the ethical use of this technology. With a careful approach, AI can be optimally utilized to strengthen the relationship between organizations and the public in this digital era. Meanwhile from (Hasrianti 2021) confirms that artificial intelligence can serve as an invaluable tool in the academic writing process. With the ability to analyze and correct writing errors efficiently, AI not only improves the

quality of writing but also supports the development of students' writing skills. However, it is important to use this technology judiciously so as not to reduce the independence and creativity of the writer.

The conclusion from the opinions of Mustikaningsih and Fahrudin and Hasrianti shows that although artificial intelligence (AI) offers many advantages in improving the efficiency and effectiveness of public relations (PR) practices and academic writing processes, it is important for professionals to maintain their human skills and use this technology ethically.

c. Revising

The use of AI in the revision and editing process has a different focus and purpose. In the revision process, AI assists writers by analyzing content, suggesting changes, developing ideas, and providing feedback on writing style and voice. AI can assess the structure and flow of the writing and recommend adding or removing irrelevant sections. Meanwhile, in the editing process, AI focuses on technical aspects, such as checking grammar, spelling, and formatting consistency. AI-based tools can detect errors and make suggestions to correct unclear sentences. As such, revision is more concerned with developing content and structure, while editing focuses on fixing technical errors, making AI a tool

that supports writers in both processes with different approaches.

According to (Lestari and Fitria 2025) The research shows that many students use AI to get word or phrase suggestions that can improve the quality of their writing. AI helps in providing constructive feedback, allowing students to correct mistakes and refine their arguments. Thus, AI not only serves as a tool for correcting mechanical errors but also encourages writers to think more critically about their writing. Meanwhile (Song and Song 2023) found that the use of an AI tool in the revision stage significantly improved the quality of students' writing. The tool provided real-time feedback on grammar, vocabulary usage, and sentence structure, which enabled students to identify errors and correct them efficiently. Thus, AI contributed to a more interactive and educational revision process, helping students develop their writing skills more effectively.

Overall, both Lestari and Fitria and Song and Song agreed that AI plays an important role in improving the writing revision process. By providing quick and constructive feedback, AI helps writers correct mistakes and deepen their understanding of effective writing techniques. However, it is important for users to maintain their

independence and creativity in writing, even if they use AI-based tools.

d. Editing

The use of AI in the editing process focuses on technical improvements, such as checking grammar, spelling, and formatting consistency, as well as providing suggestions for correcting unclear sentences. Meanwhile, the revising process emphasizes more on content development and writing structure, where AI helps analyze ideas and provide feedback on writing style. AI in editing increases efficiency with automation features, such as video cropping, color adjustment, and music recommendation, which speeds up the process and improves the quality of the final output.

According to (Kim 2024) emphasized that the use of AI in editing enables the automation of time-consuming tasks and improves the efficiency of the editorial process. However, he also noted that while AI is very useful, the role of human editors remains important to provide the finishing touches and ensure the quality of the writing. Meanwhile (Huang and Tan 2023) detect errors and improve the clarity and coherence of their writing. They found that AI tools such as Grammarly and Chat-GPT can provide automated feedback on grammar, sentence structure, and vocabulary usage. This allows writers to quickly. This research

highlights the importance of using AI as an editing tool to support writers in producing higher quality work.

From these two studies, it can be concluded that AI plays an important role in improving the editing process by providing fast and accurate feedback and automating time-consuming tasks. Nonetheless, the presence of human editors is still necessary to ensure the final quality of the writing and provide a critical perspective that cannot be fully replaced by technology.

e. Publishing

Artificial intelligence (AI) in the publishing stage of writing involves using AI tools to enhance the quality and marketability of written works. This includes tasks like content polishing, predicting book success, and streamlining the editing process, ultimately transforming how authors prepare their manuscripts for publication.

According to (Ekowati et al. 2024) This research shows that AI can be used to automatically manage references, perform plagiarism checks, and provide feedback on the quality of writing. With these capabilities, AI not only improves efficiency in the publishing process but also ensures that published work meets high academic standards. This research emphasizes that the integration of AI in

scientific writing allows authors to focus on the creative and analytical aspects of their research. Meanwhile (Song and Song 2023), They found that the use of AI tools enabled authors to produce initial drafts quickly, perform data analyses, and manage citations more efficiently. These tools also help in ensuring that the manuscript meets the technical and formatting standards required by academic journals. This research shows that AI contributes to improving the quality of writing and accelerating the publishing process, making it easier for authors to disseminate their research.

From both studies, it can be concluded that AI plays an important role in improving the efficiency and quality of the academic writing publishing process. With the ability to manage references, perform plagiarism checks, and provide constructive feedback, AI not only speeds up the publishing process but also helps authors produce higher-quality work in line with established academic standards.

B. Review Of the Related Studies.

This research was conducted by considering several previous studies. The first related research was conducted by Ira Riswana (2024) with the research title “The use of artificial intelligence in writing news on the A-News news portal.” This research analyzes the use of artificial intelligence (AI) in writing news on the A-News news portal. This research uses a qualitative method with a descriptive type. The results

showed that AI can improve the efficiency of news content production. Underlining the importance of the role of human journalists despite AI as a tool. The researcher used several data collection methods, namely observation, in-depth interviews, and literature studies.

The second related research is Rahadatul Aisyi (2023), with the title "EFL students' attitude on the use of artificial intelligence (AI) in academic writing." The researcher studied how EFL learners attitudes towards the use of artificial intelligence in academic writing. The important points discussed include the influence of artificial intelligence on the way students write, the challenges faced by students in utilizing this technology, and students' views on the benefits and risks of using AI in writing. The research method used in this study is a qualitative method.

The third related research is Rizka Amaliyah (2024), with the title "University students' perception of Chat-GPT as a tool for assisting writing." In summary, while this thesis highlights the positive effects of Chat-GPT on students' confidence and writing engagement, it also emphasizes the need to address the challenges faced by users to improve the overall effectiveness of this AI tool in education. This thesis uses a qualitative research design with a phenomenological approach, focuses on the lived experiences of university students using Chat-GPT, and uses qualitative analysis for data interpretation.

The fourth related research is by Lusia Senciana (2024) with the title "The Use of AI Writing Tools on EFL Student's Writing Organization." The researcher explores the impact of AI writing aids on

English as a Foreign Language (EFL) students writing skills. Although specific numerical data or detailed results are not provided in context, this thesis emphasizes the positive implications of AI writing aids on EFL students' writing organization, language skills, and the potential for future research in this area. This research is primarily quantitative and descriptive, using survey methods to explore the impact of AI writing aids on EFL students' writing practice. This combination of research types allows for a comprehensive understanding of the subject matter.

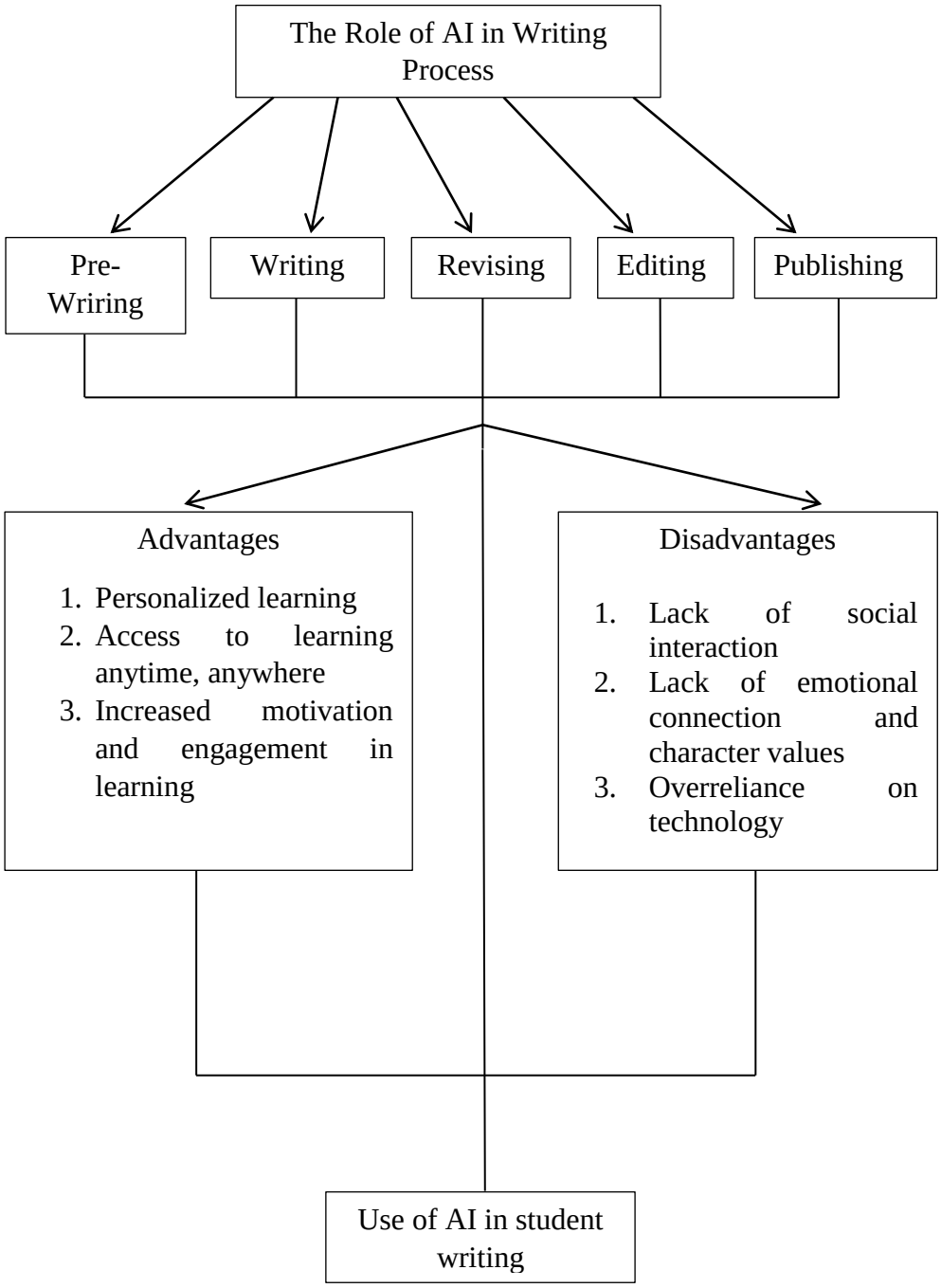
The fifth related journal (Pratama and Hastuti 2024) with the title "The use of artificial intelligence to improve EFL students' writing skill." The research presented in this journal focuses on the effectiveness of artificial intelligence (AI) platforms, specifically Gencraft and Chat-GPT, in improving secondary school students' English writing skills. The research demonstrates that the application of AI tools like Gencraft and Chat-GPT significantly improves high school students' writing skills, enhances their engagement in the learning process, and provides a positive learning experience. The research employs a mixed-methods design, which integrates both quantitative and qualitative approaches. The mixed-methods design enables the researchers to capture a holistic view of the impact of AI on EFL students' writing skills, combining statistical analysis with personal insights from the students themselves.

Based on the review of related research above, it can be concluded that the similarities with this study are the variables studied, namely the relationship of the use of AI and the effect of AI on writing skills.

However, the differences between these five studies are the research focus, type of research, research methods, research instruments, population and samples, time, and location. The focus in this study is the relationship between the use of AI and writing. The type of research used in this study is mixed method with exploratory sequential type. The tools used are observation, interview, and test. In addition, the researcher conducted this research on sixth-semester students of the English study program at Sjech M. Djamil Djambek State Islamic University Bukittinggi. This study aims to find out the psychological factors that affect speaking performance in second-semester students of the English study program at State Islamic University Sjech M. Djamil Djambek Bukittinggi.

C. Conceptual Framework.

Conceptual framework of this research can be created as below :



This research aims to examine the role of Artificial Intelligence (AI) in supporting each stage of the writing process, from inception to publication. The writing process generally includes five main stages: pre-writing, writing, revising, editing, and publishing. Each of these stages is now increasingly influenced by AI technology that can provide automated help, suggestions, and efficiency in the writing process. However, while AI provides many benefits, there are also a number of drawbacks and ethical challenges in its use. Therefore, a thorough understanding of the advantages, disadvantages, and ethics of using AI for writing is important to ensure that AI is used wisely and productively.

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the research

This study adopted a mixed-methods design that combined quantitative and qualitative approaches to gain a comprehensive understanding of the effect of AI use on students' writing skills. Convergent parallel was one of the designs in mixed methods research that combined qualitative and quantitative approaches simultaneously but was conducted separately. In this design, researchers collected and analyzed qualitative and quantitative data in parallel, meaning that both types of data were collected at the same time but through different methods. (Purwanza et al. 2022). This research conducted surveys to collect quantitative data, such as numbers and statistics, and simultaneously conducted in-depth interviews or focus group discussions to collect qualitative data that was more narrative and contextual in nature. Once the data was collected, analysis for each type of data was conducted separately.Quantitative data were analyzed using appropriate statistical techniques, such as descriptive or inferential analysis, to identify patterns and relationships between variables. Meanwhile, qualitative data was analyzed using thematic analysis, narrative analysis, or other qualitative methods that allow researchers to explore the meaning, themes, and context of the information obtained. (Dr. Icuk Muhammad Sakir 2024).

Convergent parallel methods are suitable for looking at how AI impacts writing skills, as they allow for the collection and analysis of quantitative data. This dual approach provides a comprehensive understanding of how AI impacts writing skills, integrating numerical trends with personal insights to enrich the findings. The convergent parallel method is perfect for thesis research on the use of AI in writing skills, as it allows for the simultaneous collection of quantitative and qualitative data, providing a deeper understanding of the impact of AI. The advantages of this method include diverse data collection, in-depth analysis, interconnections between data, and mitigation of errors in research design. With this approach, researchers can capture the dynamics of AI use, provide robust evidence of its effectiveness, and support the development of better educational practices. Overall, the convergent parallel method offers a holistic and relevant approach to exploring complex topics such as the influence of AI on writing skills.

B. Population and Sample

1. Population

Population in a study refers to a group of individuals, objects, or elements that have certain characteristics and become the focus of research. According to Sugiyono, population is a generalization area consisting of research subjects or objects with certain qualities and characteristics set by researchers to study and draw conclusions (Sulistiyowati 2017).

In this study, the population used was 6th semester students of the English Education Study Program at Sjech M. Djamil Djambek University Bukittinggi. This population was chosen because they have gained experience in academic writing and have a greater possibility of using artificial intelligence (AI) as a tool in the writing process.

Table 3.1 The Total of Population

Class	Number of Students
A	32
B	29
C	31
Sum	92

Source : Staff of the English Language Education Program at UIN Sjech M. Djamil Djambek Bukittinggi.

2. Sample

A sample, in the context of research, refers to a subset or part of the population selected for analysis and use in research. Samples are taken to represent the entire population so that researchers can draw conclusions or make generalizations about the population without having to collect data from every individual in the population. The selection of the right sample use questionnaire is very important in research because it affects the validity and reliability of the results obtained (Subhaktiyasa 2024).

According to Sugiyono, sampling techniques can be carried out using various methods, such as random sampling, purposive sampling, or

stratified sampling, depending on the objectives and research design. Purposive sampling is a very useful method in research aimed at gaining a deep understanding of specific phenomena (Lenaini 2021). Although it has advantages in terms of relevance and data depth, researchers must remain vigilant about potential biases and limitations in generalizing results. With careful selection and clear criteria, purposive sampling can be an effective tool for addressing complex research questions.

The criteria used in the selection of samples are:

a) The sample was taken from sixth-semester students of the English Department.
b) Students who have used AI tools in their writing process.
c) These criteria can include students with varying levels of writing.
d) Students who are willing to participate in the study and can be contacted easily.

C. Instrument

a. Questionnaire

According to Margono (2017), creating questions in a questionnaire is an important step in research that aims to collect relevant and accurate data. Closed questionnaires are an effective tool for collecting data in quantitative research. Although they have some drawbacks, such as limitations in expression and depth of information, their advantages in terms of ease of analysis and time efficiency make them a popular choice among researchers. By designing a good closed

questionnaire, researchers can obtain relevant and useful data to answer their research questions.

Table 3.2 Indicator of Questionnaire

Variable	**Indicator (by Eva Nauli Taib,2024)**	**Description**
Pre-Writing	1. According to (Taib et al. 2024) In the pre-writing stage, tools such as Chat-GPT are used to brainstorm topics and draft an outline. The main challenge lies in ethically integrating AI to maintain originality. AI's ability to provide structural guidance for designing outlines, determining key points, and saving research time through literature recommendations.	AI in Pre-writing is used to help brainstorm topics and draft an outline.
Variable	**Indicator (AndiHasrianti,2021)**	**Description**
Writing	2. From (Hasrianti 2021) confirms that artificial intelligence can serve as an invaluable tool in the academic writing process. With the ability to analyze and correct writing errors efficiently, AI not only improves the quality of writing but also supports the development of students' writing skills. However, it is important to use this technology judiciously so as not to reduce the independence and creativity of the writer.	AI is able to analyze and correct writing errors efficiently, thus improving the quality of writing and supporting the development of students' writing skills.
Variable	**Indicator (Lestari and Fitria, 2025)**	**Description**
Revising	3. According to (Lestari and Fitria 2025) The research shows that many students use AI to get word or phrase suggestions that can improve the quality of their writing. AI helps in providing constructive feedback, allowing students to correct mistakes and refine their arguments.	artificial intelligence (AI) to get word or phrase suggestions. The AI also provides constructive feedback, so students can correct mistakes and refine their arguments.

Variable	Indicator (Sang-Jun Kim, 2024)	Description
Editing	4. According to (Kim 2024) emphasized that the use of AI in editing enables the automation of time-consuming tasks and improves the efficiency of the editorial process. However, he also noted that while AI is very useful, the role of human editors remains important to provide the finishing touches and ensure the quality of the writing.	the use of artificial intelligence (AI) in the editing process can automate time-consuming tasks and improve the efficiency of the editorial process
Variable	**Indicator (Song, Cuiping Song Yanping, 2023)**	**Description**
Publishing	5. According to (Song and Song 2023) They found that the use of AI tools enabled authors to produce initial drafts quickly, perform data analyses, and manage citations more efficiently.	In general, the use of AI tools can help improve efficiency and productivity in various fields, although the role of humans remains important to ensure the quality of the end result.

Validation is a measure of the extent to which analytical results obtained from multiple measurements on similar homogeneous samples are valid. Validity is a measure that shows that the variable being measured is indeed the variable that the researcher wants to study. Cooper and Schindler, in Zulganef (2006). Content validity is done to check the extent to which the instrument content can measure what should be measured. Content validity is an aspect of determining the extent to which the questions in the instrument developed and the evaluation of these questions measure the skills intended to be measured (Mohamad et al., 2015). In testing the validity of the instrument,

researchers used an approach, namely qualitative validity through expert judgment.

In research on the effect of AI use on writing, testing the validity and reliability of the research instrument, the questionnaire, is very important to ensure that the instrument used can provide accurate and consistent results. The following is a further explanation of the methods commonly used: Validity Test with Product Moment Correlation The validity test aims to determine the extent to which an instrument measures what should be measured. One method that is often used is Pearson's product-moment correlation, which calculates the relationship between the score of each question item and the total score of all items in the instrument.

$$rxy = \frac{n \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[n \Sigma X^2 - (\Sigma X)^2][n \Sigma Y^2 - (\Sigma Y)^2]}}$$

Note:

ΣXY = the sum of the multiplication berween X and Y variable score

N = Number of cases

ΣX^2 = the sum of standard deviation from variable X

ΣY^2 = the sum of standar deviation from variable Y

rxy = the coefficient correlation between X and Y

The experts who assessed the feasibility of the interview instrument were Ms. Mutia Rahman,M.Pd, an English education lecturer who is an expert in academic writing; Ms. Lena Sastri,M.Pd an English education lecturer who is an expert in writing; and Dr. Liza Efriyenti,S.

Si. M. Kom a computer technology education lecturer who is an expert in educational technology.

Based on the feedback from the experts, some minor revisions were made to the questionnaire to improve the clarity and appropriateness of the items.The aspects evaluated included:

1. The suitability of the question items with the research indicators
2. Clarity of language and sentence structure
3. Suitability of instrument items with research objectives

The results of the experts' assessment showed that all instrument items had met the content eligibility standards, although some revision suggestions had been given, such as questionnaire instruments to be distributed in accordance with the research guidelines, interview instruments for students and lecturers, and questions that should contain clear and direct aspects, as well as grammatical improvements on each questionnaire and interview. After making revisions in accordance with the experts' suggestions, the instrument was declared suitable for data collection.

In addition to qualitative feedback, the assessment of item relevance by experts was also analyzed quantitatively on 20 statement items in the questionnaire. This test was conducted with the help of IBM SPSS Statistics 20 and using the Pearson product-moment correlation technique. This test aims to measure the extent to which each item in the questionnaire has a significant correlation with the total score of the

construct it measures. The data for this validity test were obtained from the results of a pilot study involving 35 respondents who had similar characteristics to the main research sample. with conditions:

a. Pilot test respondents: 35 students outside the main research sample.

b. Criteria: Items are declared valid if the r-count value is greater than the r-table value.

c. The results of the quantitative validity test are shown in Table 4.1 below:

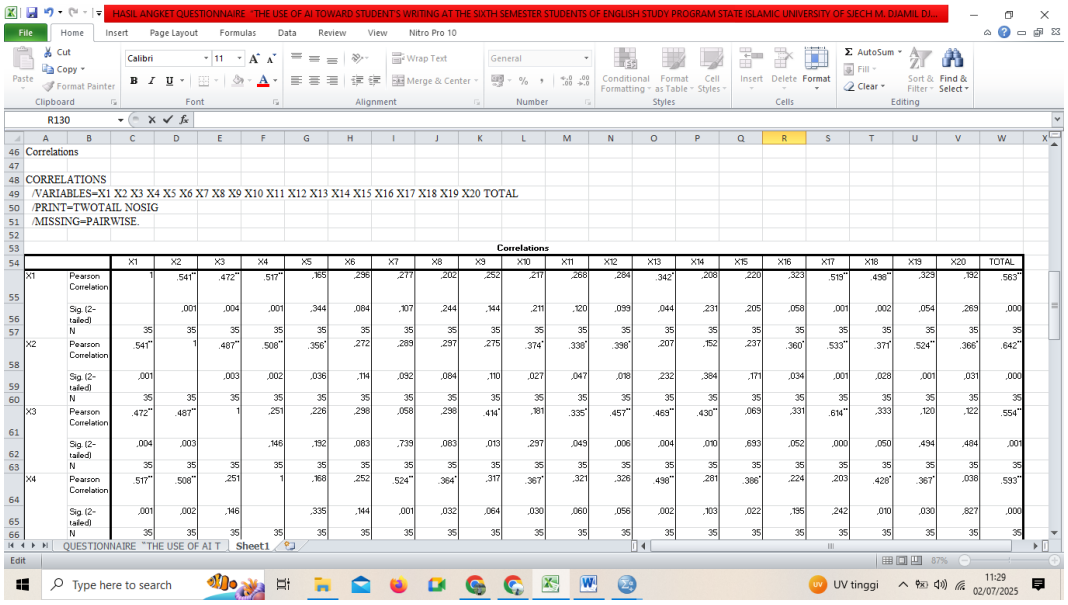
Table 3.3 instrument validity test results

No	item	r-hitung	r-tabel	keterangan
1	Q1	0,563	0,514	valid
2	Q2	0,642	0,514	valid
3	Q3	0,554	0,514	valid
4	Q4	0,593	0,514	valid
5	Q5	0,554	0,514	valid
6	Q6	0,576	0,514	valid
7	Q7	0,556	0,514	valid
8	Q8	0,760	0,514	valid
9	Q9	0,714	0,514	valid
10	Q10	0,625	0,514	valid
11	Q11	0,728	0,514	valid
12	Q12	0,656	0,514	valid
13	Q13	0,688	0,514	valid
14	Q14	0,524	0,514	valid

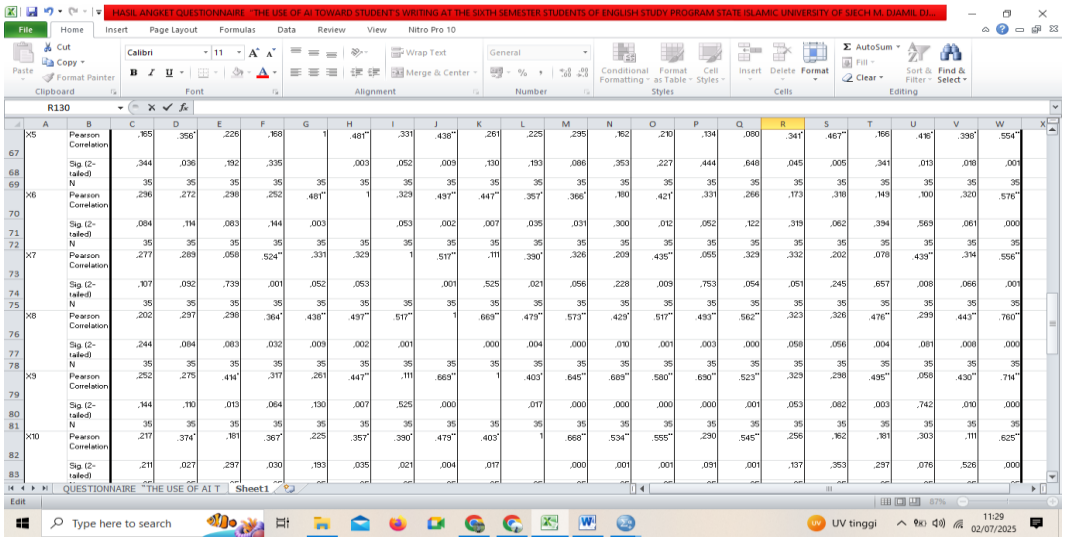
15	Q15	0,587	0,514	valid
16	Q16	0,579	0,514	valid
17	Q17	0,630	0,514	valid
18	Q18	0,615	0,514	valid
19	Q19	0,521	0,514	valid
20	Q20	0,537	0,514	valid

From the results above, it can be seen that all items have an r-count value greater than the r-table, so all items are declared valid and can be used for further research.

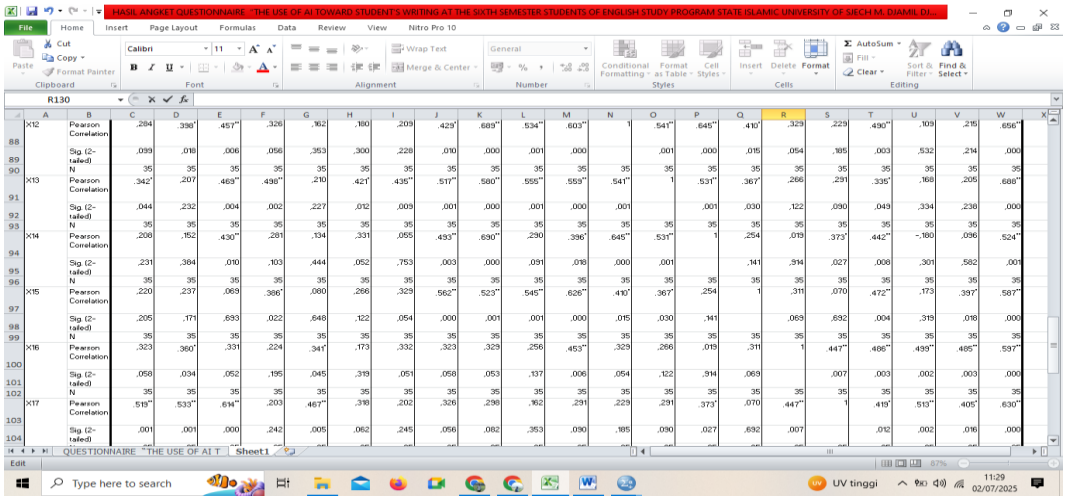
Picture 3.1 Questionnaire validation



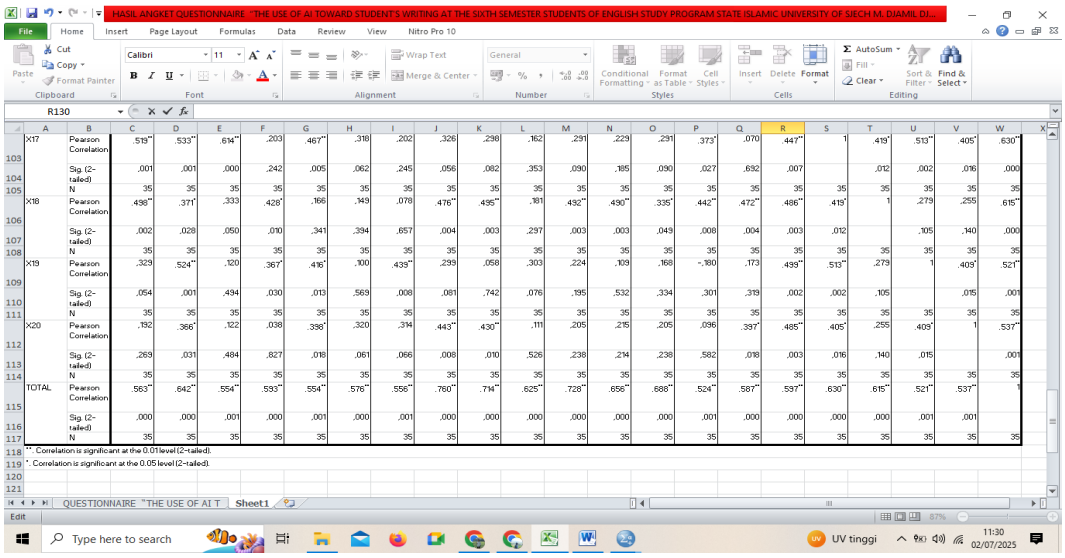
Picture 3.2 Continued questionnaire validation



Picture 3.3 Continued questionnaire validation



Picture 3.4 Continued questionnaire validation



X17	Pearson Correlation	,519**	,533**	,614**	,203	,467**	,318	,202	,326	,298	,162	,291	,229	,291	,373*	,070	,447**	1	,419*	,513**	,405*	,630**
	Sig. (2-tailed)	,001	,001	,000	,242	,005	,062	,245	,056	,082	,353	,090	,185	,090	,027	,692	,007		,012	,002	,016	,000
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
X18	Pearson Correlation	,498**	,371*	,333	,428*	,166	,149	,078	,476**	,495**	,181	,432**	,490**	,335*	,442**	,472**	,486**	,419*	1	,279	,255	,615**
	Sig. (2-tailed)	,002	,028	,050	,010	,341	,394	,657	,004	,003	,297	,003	,003	,049	,008	,004	,003	,012		,105	,140	,000
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
X19	Pearson Correlation	,329	,524**	,120	,367*	,416*	,100	,435**	,239	,058	,303	,224	,109	,168	-,180	,173	,439**	,513**	,279	1	,409*	,521**
	Sig. (2-tailed)	,054	,001	,494	,030	,013	,569	,008	,081	,742	,076	,195	,532	,334	,301	,319	,002	,002	,105		,015	,001
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
X20	Pearson Correlation	,192	,366*	,122	,038	,398*	,320	,314	,443**	,430**	,111	,205	,215	,205	,096	,397*	,485**	,405*	,255	,409*	1	,537**
	Sig. (2-tailed)	,269	,031	,484	,827	,018	,061	,066	,008	,010	,528	,238	,214	,238	,582	,018	,003	,016	,140	,015		,001
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
TOTAL	Pearson Correlation	,563**	,642**	,554**	,533**	,554**	,576**	,556**	,760**	,714**	,625**	,728**	,656**	,688**	,524**	,587**	,537**	,630**	,615**	,521**	,537**	1
	Sig. (2-tailed)	,000	,000	,001	,000	,001	,000	,001	,000	,000	,000	,000	,000	,000	,001	,000	,000	,000	,000	,001	,001	
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The integration of qualitative and quantitative validity results in this study showed that the questionnaire instrument used met both aspects of validity required. Expert validation ensures that each questionnaire item is theoretically and contextually appropriate to the research objectives, thus ensuring content validity. Meanwhile, the quantitative validity test through Pearson correlation provided empirical evidence that the items used had good internal consistency and were able to statistically measure the intended construct. Thus, the combination of these two methods results in an instrument that is not only theoretically relevant but also proven to be consistent and accurate based on empirical data. The synergy between expert validation and statistical testing reinforced the belief that this instrument was feasible to use to measure students' perceptions of AI use in writing, as well as reliable in the main study.

In addition, a reliability test was conducted to determine the internal consistency of all statement items in the questionnaire. This test

was conducted using Cronbach's alpha technique, which measures the extent to which items in a questionnaire provide consistent results if used repeatedly under the same conditions. Based on data analysis using SPSS version IBM SPSS Statistics 20.

In research on the effect of AI use on writing, the reliability of the research instrument, the questionnaire, is very important to ensure that the instrument used can provide accurate and consistent results. Reliability measures the extent to which an instrument can provide consistent results when retested under various conditions or at different times. A reliable instrument will produce stable and reliable data, so it can be used repeatedly without experiencing significant changes in the measurement results. One method often used to test reliability is Cronbach's alpha, which measures the internal consistency of an instrument by looking at the extent to which the question items in a questionnaire or test are related to each other. A high Cronbach's alpha value indicates that the items in the instrument have a good correlation and can provide consistent results. This method is very important in research, especially in the social, psychological, and educational fields, as it helps ensure that the data obtained truly reflects the condition being measured without any bias or inconsistency.

Cronbach's Alpha Formula

$$\alpha = \frac{\kappa}{\kappa - 1}\left(1 - \frac{\Sigma\, \sigma_i^2}{\sigma_t^2}\right)$$

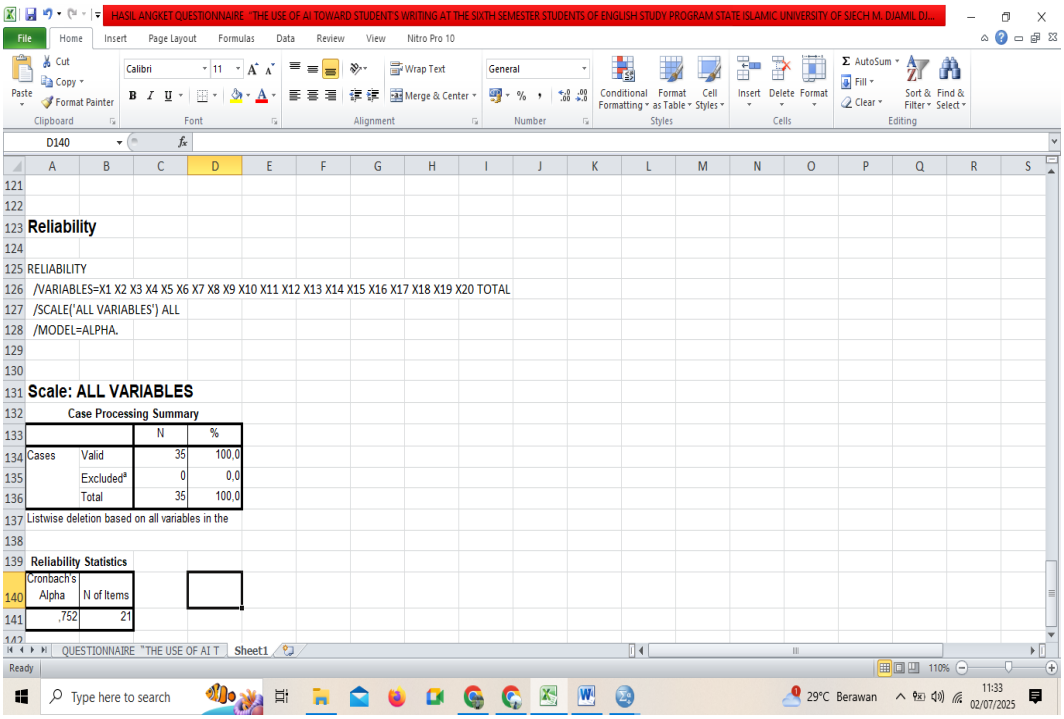
Meaning :

- σ = Cronbach's Alpha reliability coefficient
- κ = Number of question items
- σ_i^2 = Variance of each question item
- σ_t^2 = Total variance of all items

Interpretation of Cronbach's Alpha value:

- $\geq 0{,}90$: Very reliable
- 0,70 - 0,89 : Moderately reliable
- 0,60 - 0,69 : Less reliable
- $< 0{,}60$: Not reliable

Picture 3.5 Questionnaire reliability



Reliability

RELIABILITY
/VARIABLES=X1 X2 X3 X4 X5 X6 X7 X8 X9 X10 X11 X12 X13 X14 X15 X16 X17 X18 X19 X20 TOTAL
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	35	100,0
	Excluded[a]	0	0,0
	Total	35	100,0

Listwise deletion based on all variables in the

Reliability Statistics

Cronbach's Alpha	N of Items
,752	21

Based on the results of data processing, the Cronbach's Alpha value is 0.902, which means that the reliability of the instrument is in the ‘very high’ category according to the criteria:

1. - ≥ 0,90 : Very reliable
2. - 0,70 - 0,89 : Moderately reliable
3. - 0,60 - 0,69 : Less reliable
4. -< 0,60 : Unreliable

These high reliability values indicate that respondents' answers to the various question items are relatively stable and not randomized, so the research results are reliable. In addition, the reliability test also helps to identify items that might reduce the consistency of the instrument; in this study, no items were found that needed to be deleted based on the reliability analysis. Therefore, all statistically valid items could be retained and used for further analysis.

Overall, this reliability test reinforced the validity of the instrument that had previously been tested qualitatively and quantitatively, so the questionnaire instrument was declared feasible and ready to be used to collect the main data in this study.

b. Interview

Interview is one of the important data collection methods in qualitative research. According to (Silverman 2020), an interview can be understood as a dialogue or question-and-answer session conducted between two or more people, namely the interviewer and the respondent or informant, which takes place face-to-face. This method allows

researchers to explore more in-depth and detailed information regarding the topic being studied.

In this study, the researcher used an interview approach that relies on general guidelines. This approach requires the interviewer to create a framework and outline of the questions to be asked. The preparation of these key points is done before the interview begins so that the interviewer can prepare themselves well and ensure that all important aspects of the research topic will be discussed.

Table 3.4 Indicator Interview

Variable	Indicator	Description
Indicator Interview advantages of AI	1. According to(Abbas 2023) AI can also assist students in choosing more appropriate words, constructing sentences in a more professional style, and providing advice on how to make stronger and more convincing	Artificial intelligence (AI) can assist students in choosing more appropriate words, constructing sentences in a more professional style, as well as providing suggestions for making stronger and more convincing arguments.
	2. According (Abbas 2023) AI can automate routine and time-consuming tasks, such as plagiarism checking, bibliography preparation, and revision of writing(Abbas 2023). This allows students to focus on the more creative and analytical aspects of their writing, such as developing ideas, structuring arguments, and conducting research.	Artificial intelligence (AI) has the ability to automate routine tasks, allowing users to focus more on the creative and strategic aspects of the writing process.
	3. According to (Manuel, Aini, and Agustina 2023) AI-based adaptive learning systems are able to adjust	artificial intelligence (AI)-based adaptive learning system can

	feedback and task difficulty levels based on students' individual needs and progress.	adjust feedback and task difficulty according to each student's needs and progress.
Indicator Interview disadvantages of AI	4. According to (Septi Rahayu 2023) AI often produces texts without a deep understanding of context or specific emotional nuances. This can cause the writing to lack originality or lose the personal touch that is important in academic or creative work.	Artificial intelligence (AI) often creates text without a good understanding of context or emotion.
	5. According to (Holzmann, Anand, and Payumo 2025) Generative AI such as Chat-GPT sometimes produces inaccurate or false information due to limitations in understanding specific contexts. Therefore, users should always verify the facts and information generated by the AI before using it in their writing.	Generative AI, such as Chat-GPT, may produce inaccurate or incorrect information due to its limitations in understanding specific contexts.

Validation is a measure of the extent to which analytical results obtained from multiple measurements on similar homogeneous samples are valid. Validity is a measure that shows that the variable being measured is indeed the variable that the researcher wants to study. Cooper and Schindler, in Zulganef (2006). Content validity is done to check the extent to which the instrument content can measure what should be measured. Content validity is an aspect of determining the extent to which the questions in the instrument developed and the evaluation of these questions measure the skills that are intended to be measured (Mohamad et al., 2015).

In conducting the validity test, the assessment process involved 3 experts, namely Mrs. Mutia Rahman, an English education lecturer who is an expert in academic writing; Mrs. Lena Sastri, an English education lecturer who is an expert in writing; and Mrs. Liza Efriyenti, a computer technology education lecturer who is an expert in educational technology. The experts were asked to review each questionnaire item and provide feedback on item relevance, language clarity, potential ambiguity, as well as suggestions for item addition or subtraction.

D. Technique of Data Collection

In this research, the data were collected by using questionnaires, interviews, and document analysis, including questionnaire and interview for qualitative data, while document analysis was used for quantitative data. The explanation of the three types of data collection techniques was as follows:

1. Questionnaire

a. Firstly, determine the objectives of the questionnaire, such as measuring how often they use AI in writing, the types of AI tools used, and their perception of the impact of AI on their writing.
b. Second, determine who were be the respondents of the questionnaire, namely 6th semester English education students.
c. Third, create a list of questions that are relevant to the purpose of the questionnaire and the research variables.

d. Fourth, determine the type of questions in the form of a Likert scale (for example, strongly agree-agree-disagree-strongly disagree).
e. Fifth, testing the validity of the content of the questions and answers to the questionnaire with experts.
f. Sixth, test the questionnaire with a small number of respondents to ensure that the questions and answer scale are clear and easy to understand.
g. Seventh, make the final revised and tested questionnaire.

2. Interview

a. Firstly, determining the purpose of the interview and what you want to know from the respondent. Make sure the purpose of the interview is specific, clear, and measurable.
b. Second, Identifying respondents who fit the research criteria. Make sure the respondents have experience using AI in writing.
c. Third, creating a list of questions relevant to the research objectives. Make sure the questions are clear, concise, and easy to understand.
d. Fourth, organizing the time and place of the interview in accordance with the respondent.
e. Fifth, conducting interviews by introducing themselves and explaining the purpose of the research, asking questions that have been prepared, giving respondents the opportunity to

answer questions freely, and recording respondents' answers carefully.

f. Sixth, analyzing the data collected from the interviews, identifying themes that emerged from the respondents' answers, and drawing conclusions based on the analyzed data.

E. Technique of The Data Analysis.

In mixed methods research, data analysis techniques combine qualitative and quantitative approaches to provide a more comprehensive understanding of the phenomenon under study. Research to collect qualitative data through questionnaires and interviews to obtain results, while research to collect quantitative data through document analysis (Hirose and Creswell 2023).

1. Quantitative Data Analysis

Quantitative data were collected through writing performance tests and questionnaires distributed to sixth-semester students. The results from the writing assessments were analyzed using descriptive statistics, including the mean and percentage to identify the general level of students' writing abilities before and after the integration of AI tools. To determine whether there was a statistically significant difference in students' writing performance, a paired sample t-test was used (Sugiyono, 2017). The statistical analysis was processed using the Statistical Package for the Social Sciences (SPSS) version 20.

a. Mean

Steps to Find the Mean in SPSS 20:

a) Open SPSS version 20.
b) Enter the data into the SPSS worksheet (Variable View and Data View).
c) After the data has been entered, click the menu:
d) Analyze → Descriptive Statistics → Descriptives...
e) Move the variable for which you want to calculate the mean to the right box (Variable(s)).
f) Click the Options button, then check Mean (and other statistics if needed, such as Std. Deviation, Minimum, Maximum).
g) Click Continue, then click OK.

b. Percentage

Steps to Find Percentages in SPSS 20:

a) Open SPSS version 20.
b) Enter the data you want to analyze (e.g., gender data, questionnaire responses, etc.).
c) Click the menu:
d) Analyze → Descriptive Statistics → Frequencies...
e) Select the variable for which you want to calculate the percentage, then click the arrow button (→) to move it to the right column.
f) Ensure that Display frequency tables is checked.
g) Click OK.

2. Qualitative Data Analysis

Qualitative data were obtained through interviews and open-ended questionnaire responses. These data were analyzed using Miles and Huberman's interactive model**,** which consists of three steps: data reduction, data display, and conclusion drawing/verification (Miles, Huberman, & Saldaña, 2014).

a. Data Reduction

Data reduction is the initial process in qualitative data analysis that aims to simplify, organize, and focus raw data obtained from interviews into a more structured and meaningful form. This process does not mean arbitrarily eliminating data, but rather selecting data that is relevant and significant to the research objectives. In this study, qualitative data was obtained from in-depth interviews with sixth-semester students who had used AI (e.g., ChatGPT) in the process of writing their academic assignments. After the interviews were conducted and the results transcribed, the researchers took the following steps in data reduction:

a) **Carefully Reading All Transcript**s

The researcher read all interview transcripts to understand the overall content of the conversation. This was important to capture the context, emotions, and meaning contained in the respondents' answers.

b) Sorting and Grouping Data

Data with similar meanings or themes were grouped together. For example, several students mentioned that AI helped them improve their grammar; therefore, this data was grouped under the theme of language accuracy support.

c) Removing Irrelevant Information

Information that is not directly related to the research question—such as personal comments unrelated to the topic or repetition of content—is removed from the analysis process so as not to distract from the focus of the research.

b. Data Display

Data display or data presentation is the process of compiling, organizing, and presenting reduced data in a systematic manner to enable researchers to identify patterns, relationships, and meanings in the collected data. According to Miles and Huberman (2014), data display is an important part of analysis because it helps researchers take the next step, such as drawing more accurate conclusions.

1. **Data Tabulation**: According to Sugiyono (2019), tabulation is the process of systematically organizing data into tables to facilitate easier analysis and interpretation. Through tabulation, raw data becomes clearer,more structured, and ready to be analyse both quantitatively and qualitativel.

2. **Descriptive Statistical Analysis**

Descriptive statistical analysis, according to Sugiyono (2019), was a method used to describe or present data systematically so that it could be easily understood and interpreted. This method involved calculating measures such as frequency, percentage, mean, and standard deviation. In this study, descriptive statistics were used to analyze the tabulated data. This analysis involved calculating the frequency of responses, the percentage of each response category, the average score for each item, and the standard deviation to measure the distribution of the data.

3. **Interpretation Using Descriptive Analytical Approach**

Miles, Huberman, and Saldaña (2014) state that descriptive analysis is not only concerned with presenting data but also with interpreting it by identifying patterns, trends, and relationships within the data. In this research, after obtaining the descriptive statistics, the data will be analyzed interpretatively. The researcher identified patterns, trends, and variations in the students' perceptions related to the use of ChatGPT in enhancing writing skills. In this research, after obtaining the descriptive statistics, the data will be analyzed interpretatively. The researcher identified patterns,

trends, and variations in the students' perceptions regarding the use of AI in improving writing skills.

By following structured data analysis steps, starting from organizing data, applying simple statistics, finding patterns, and drawing conclusions. The researcher aims to provide a clear and comprehensive overview of the use of AI in student writing to improve their English writing skills. By combining numerical data

CHAPTER IV

FINDING AND DISCUSSION

This chapter contains the presentation of the findings and discussion of the research findings and discussion which describes the use of ai toward student's writing on the sixth semester students of english study program state islamic university of sjech m. djamil djambek bukittinggi

A. Data Description

This study involved 88 respondents from the English Education Study Program of UIN Sjech M. Djamil Djambek Bukittinggi. Respondents came from various classes in semester 6. This study used a questionnaire consisting of statements relating to students' perceptions of the use of ChatGPT to improve their academic writing skills.

The average overall score for students' perceptions of using ChatGPT was 3.20 (on a Likert scale of 1-4), with the lowest score being 2.74 and the highest being 3.14. This suggests that, in general, students' perceptions tend to be positive to neutral towards the use of ChatGPT in academic writing.

Data was obtained through an online questionnaire using the Google Forms platform. Each respondent answered 20 closed questions reflecting the following perception indicators: attention, interpretation, and evaluation.

1. Have students used AI in writing in the sixth semester

Descriptive statistical measurement of the questionnaire results needs to be done to get an overview of the data, such as the average score of 88 English Education students who answered a total of 20 questions. Based on the results of students' responses through Google Forms, it was found that English Education students, on average, use AI as an aid in writing. Regarding the results of the descriptive statistical analysis in this study, it can be seen in Table 4.1 as follows:

Table 4.1 Average Score Results questionnaire

Descriptive Statistics

No	N	Mean
Q.1	**88**	**3.20**
Q.2	**88**	**3.05**
Q.3	**88**	**3.03**
Q.4	**88**	**3.14**
Q.5	**88**	**2.74**
Q.6	**88**	**2.97**
Q.7	**88**	**3.08**
Q.8	**88**	**2.84**
Q.9	**88**	**2.97**
Q.10	**88**	**2.85**
Q.11	**88**	**2.98**
Q.12	**88**	**2.97**
Q.13	**88**	**2.97**
Q.14	**88**	**2.92**
Q.15	**88**	**2.86**
Q.16	**88**	**3.10**
Q.17	**88**	**2.94**
Q.18	**88**	**3.02**
Q.19	**88**	**3.01**
Q.20	**88**	**3.12**
Valid N (listwise)	**88**	

To analyze the questionnaire data, the average score for each question (range 1-4) was calculated, and it can be concluded that the respondents have a positive view of AI's ability to help improve the quality of writing. To see the percentage of student answer results, see Appendix 12 to generate ideas and organize the writing structure. The following results explain the average score of each questionnaire point:

Table 4.2 Questionnaire Score Results

NO	STATEMENT	VALUE AVERAGE	CONCLUSION
1	I used AI tools like ChatGPT, Blackboox AI, and so forth to brainstorm topics before writing	3.20	it shows that most respondents used AI tools like ChatGPT and Blackbox AI to brainstorm topics before writing. This indicates that the use of AI tools in the creative process is considered positive and useful by the respondents.

The first item was, I used AI tools like ChatGPT, Blackboox AI, and so forth to brainstorm topics before writing.' With an average score of 3.20, the percentage of students who use AI, as seen from the results of the Google Forms distributed, is as follows: Strongly Disagree (SD) 1.1%, Disagree (D) 11.7%, Agree (A) 56.4%, and Strongly Agree (SA) 30.9%. This shows that the majority of respondents use AI tools such as ChatGPT and Blackbox AI to brainstorm topics before writing. This shows that the use of AI tools in the creative process is considered positive and useful by respondents.

Table 4.3 Questionnaire Score Results

2	AI tools help me to create an outline for my writing	3.05	that respondents felt that AI tools helped them to create an outline for their writing, but not with a very high level of confidence. This could mean that while there are perceived benefits, there may also be some constraints or uncertainties in using the tool.

The second item, “The AI tool helped me create an outline,” has an average score of 3.05. The percentage of students using the AI, as seen from the results of the Google Forms distributed, is as follows: Strongly Disagree (SD) 0.0%, Disagree (D) 16%, Agree (A) 61.7%, and Strongly Agree (SA) 22.3%. indicating that respondents felt the AI tool helped them create an outline, but not with a very high level of confidence. This may mean that while there are perceived benefits, there may also be some limitations or uncertainties in using the tool.

Table 4.4 Questionnaire Score Results

3	AI tools helped me to determine key points in my writing	3.03	shows that respondents felt that AI tools helped them to determine key points in their writing, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may be challenges or uncertainties in using such tools for this purpose.

The third item, “The AI tool helped me determine key points in my writing,” had an average score of 3.03. The percentage of students who used the AI, as seen from the results of the Google forms distributed, was as follows: Strongly Disagree (SD) 1.1%, Disagree (D) 14.9%, Agree (A) 58.5%, and Strongly Agree (SA) 25.5%. This shows that respondents felt the AI tool helped them pinpoint key points in their writing, but not with a very high level of confidence. This could mean that despite the perceived benefits, there may be challenges or uncertainties in using the tool for this purpose.

Table 4.5 Questionnaire Score Results

4	AI tools helped me save time in finding references or reviewing literature	3.14	indicates that respondents felt that AI tools helped them save time needed to find references or review literature. This indicates that the use of AI tools in this context is considered useful and efficient by the respondents.

The fourth item, “AI tools helped me save time in finding references or reviewing literature,” has an average score of 3.14. The percentage of students who use AI, as seen from the results of the Google Forms distributed, is as follows: Strongly Disagree (SD) 2.1%, Disagree (D) 16%, Agree (A) 45.7%, and Strongly Agree (SA) 36.2%. indicating that respondents feel AI tools help them save time needed to find references or review literature. This suggests that the use of AI tools in this context is considered useful and efficient by respondents.

Table 4.6 Questionnaire Score Results

5	AI had difficulty maintaining the originality of my writing when I used AI tools in the pre-writing stage.	2.74	indicates that respondents felt that the use of AI tools could cause difficulty in maintaining the originality of their writing. While there was no strong consensus, this indicates a significant concern among respondents regarding the potential negative impact on their creativity and originality.

The fifth item, "AI had difficulty maintaining the originality of my writing when I used AI tools in the pre-writing stage.," had an average score of 2.74. The percentage of students using AI, as seen from the results of the distributed Google forms, was as follows: Strongly Disagree (SD) 9.6%, Disagree (D) 31.9%, Agree (A) 48.9%, and Strongly Agree (SA) 9.6%. indicating that respondents felt the use of AI tools could cause difficulty in maintaining the originality of their writing. While there was no strong consensus, this indicates a significant concern among respondents regarding the potential negative impact on their creativity and authenticity.

Table 4.7 Questionnaire Score Results

6	AI tools helped improve the grammar in my academic writing.	2.97	indicates that respondents felt that AI tools helped them improve the grammar in their academic writing, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may also be

			challenges or dissatisfaction in using the tools for this purpose.

The sixth item, “AI tool helps improve grammar in my academic writing,” has an average score of 2.97. The percentage of students using the AI, as seen from the results of the Google Forms distributed, is as follows: Strongly Disagree (SD) 2.1%, Disagree (D) 22.3%, Agree (A) 53.2%, and Strongly Agree (SA) 22.3%. This shows that respondents felt the AI tool helped them improve the grammar in their academic writing, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may also be challenges or dissatisfaction in using the tool for this purpose.

Table 4.8 Questionnaire Score Results

7	AI tools helped detect and fix writing mistakes quickly and accurately	3.08	that respondents felt that AI tools helped them detect and fix mistakes in their writing, although not with a very high level of confidence. This indicates that there is recognition of the effectiveness of AI tools in this context, but there may be some constraints or dissatisfaction felt by some respondents.

The seventh item, “AI tool helps detect and correct writing errors quickly and accurately,” has an average score of 3.08. The percentage of students using the AI, as seen from the results of the Google Forms distributed, is as follows: Strongly Disagree (SD) 2.1%, Disagree (D) 21.3%, Agree (A) 50%, and Strongly Agree (SA) 26.6%. This shows

that respondents felt the AI tool helped them detect and correct errors in their writing, although not with a very high level of confidence. This suggests that there is recognition of the effectiveness of AI tools in this context, but there may be some limitations or dissatisfaction felt by some respondents.

Table 4.9 Questionnaire Score Results

8	AI tools improved the overall quality of my academic writing	2.84	indicates that respondents felt that AI tools contributed to improving the quality of their academic writing, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may also be challenges or dissatisfaction in using the tools for this purpose.

Item eight, “AI tools improve the overall quality of my academic writing.” The average score was 2.84. The percentage of students using AI, as seen from the results of the distributed Google forms, was as follows: Strongly Disagree (SD) 2.1%, Disagree (D) 28.7%, Agree (A) 51.1%, and Strongly Agree (SA) 18.1%. This shows that respondents felt the AI tool contributed to improving the quality of their academic writing, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may also be challenges or dissatisfaction in using the tool for this purpose.

Table 4.10 Questionnaire Score Results

9	The use of AI tools contributed to the improvement of my writing skills as a student.	2.97	indicates that respondents felt that the use of AI tools provided some benefits in the development of their writing skills as students, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may also be challenges or dissatisfaction in using the tools for this purpose

The ninth item, "The use of AI tools contributed to the improvement of my writing skills as a student," has an average score of 2.97. The percentage of students who use AI, as seen from the results of the Google Forms distributed, is as follows: Strongly Disagree (SD) 1.1%, Disagree (D) 17%, Agree (A) 63.8%, and Strongly Agree (SA) 18.1%. This shows that respondents felt the use of AI tools provided some benefits in the development of their writing skills as students, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may also be challenges or dissatisfaction in using the tool for this purpose.

Table 4.11 Questionnaire Score Results

10	when I used AI tools, I was able to maintain both creativity and independence in my writing.	2.85	indicates that respondents felt that the use of AI tools did not fully support them in maintaining creativity and independence in their writing. While there was recognition of some benefits, the relatively

			low level of trust indicated concerns or challenges perceived by respondents.

The tenth item, “When I use AI tools, I can maintain creativity and independence in my writing.” The average score is 2.85; the percentage of students who use AI, as seen from the results of the distributed Google forms, is as follows: Strongly Disagree (SD) 4.3%, Disagree (D) 25.5%, Agree (A) 52.1%, and Strongly Agree (SA) 18.1%. This suggests that respondents felt that the use of AI tools did not fully support them in maintaining creativity and independence in their writing. Despite the recognition of some benefits, the relatively low level of trust indicates the concerns or challenges felt by the respondents.

Table 4.12 Questionnaire Score Results

11	I used AI tools to get word and phrase suggestions that helped improve the quality of my writing.	2.98	Indicates that respondents felt that using AI tools to get word and phrase suggestions provided some benefit in improving the quality of their writing, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may also be challenges or dissatisfaction in using the tool for this purpose.

The eleventh item, “I use AI tools to get word and phrase suggestions that help improve the quality of my writing.” The average score was 2.98; the percentage of students who used AI, as seen from

the results of the distributed Google forms, was as follows: Strongly Disagree (SD) 1.1%, Disagree (D) 14.9%, Agree (A) 64.9%, and Strongly Agree (SA) 19.1%. This shows that respondents felt that using the AI tool to get word and phrase suggestions provided some benefits in improving the quality of their writing, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may also be challenges or dissatisfaction in using the tool for this purpose.

Table 4.13 Questionnaire Score Results

12	I used AI tools that provided feedback on the clarity of style and diction in my writing.	2.97	Indicates that respondents felt that using AI tools to get feedback on clarity of style and diction provided some benefits, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may also be challenges or dissatisfaction in using the tool for this purpose.

The twelfth item is is “I use AI tools that provide feedback on the clarity of style and word choice in my writing.” The average score was 2.97. The percentage of students who use AI, as seen from the results of the distributed Google forms, is as follows: Strongly Disagree (SD) 1.1%, Disagree (D) 19.1%, Agree (A) 58.5%, and Strongly Agree (SA) 21.3%. This shows that respondents felt that using the AI tool to get feedback on clarity of style and word choice provided some benefits, but not with a very high level of confidence. This could mean that while

there are some perceived benefits, there may also be challenges or dissatisfaction in using the tool for this purpose.

Table 4.14 Questionnaire Score Results

13	I used AI tools that provided suggestions to improve my writing, and these tools helped me identify and correct mistakes.	2.97	indicates that respondents felt that the use of AI tools to get suggestions for improving writing and correcting mistakes provided some benefits, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may also be challenges or dissatisfaction in using such tools for this purpose.

Item thirteen, “I use AI tools that provide suggestions to improve my writing, and these tools help me identify and correct errors.” The average score was 2.97. The percentage of students who use AI, as seen from the results of the distributed Google forms, is as follows: Strongly Disagree (SD) 2.1%, Disagree (D) 17%, Agree (A) 58.5%, and Strongly Agree (SA) 21.3%. This shows that respondents felt that using the AI tool to get advice on improving writing and correcting errors provided some benefits, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may also be challenges or dissatisfaction in using such tools for such purposes.

Table 4.15 Questionnaire Score Results

14	AI tools helped me improve and clarify the arguments in my academic writing	2.92	indicates that respondents felt that the use of AI tools provided some benefits in improving and clarifying the arguments in their academic writing, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may also be challenges or dissatisfaction in using the tool for this purpose.

Item fourteen, "AI tools help me improve and clarify arguments in my academic writing." The average score was 2.92. The percentage of students using AI, as seen from the results of the distributed Google forms, was as follows: Strongly Disagree (SD) 2.1%, Disagree (D) 18.1%, Agree (A) 63.8%, and Strongly Agree (SA) 16%. This shows that respondents felt the use of AI tools provided some benefits in improving and clarifying arguments in their academic writing, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may also be challenges or dissatisfaction in using the tool for this purpose.

Table 4.16 Questionnaire Score Results

15	I felt that the quality of my writing improved with the help of AI tools	2.86	indicates that respondents felt that the use of AI tools made some contribution to improving the quality of their writing, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may

			also be challenges or dissatisfaction in using such tools for this purpose.

Item fifteen, “I feel the quality of my writing has improved with the help of AI tools.” The average score was 2.86. The percentage of students using AI, as seen from the results of the distributed Google forms, was as follows: Strongly Disagree (SD) 2.1%, Disagree (D) 23.4%, Agree (A) 59.6%, and Strongly Agree (SA) 14.9%. This shows that respondents felt the use of AI tools made a certain contribution in improving the quality of their writing, but not with a very high level of confidence. This could mean that while there are perceived benefits, there may also be challenges or dissatisfaction in using the tool for this purpose.

Table 4.17 Questionnaire Score Results

16	AI tools helped me generate ideas when I started writing my thesis	3.10	indicates that respondents felt fairly confident that the use of AI tools helped them generate relevant and useful ideas when starting thesis writing. This indicates a stronger recognition of the benefits of AI tools compared to the previous question, which had a lower mean score.

The sixteenth item, “AI tools help me generate ideas when starting my thesis writing.” The average score was 3.10. The percentage of students who used AI, as seen from the results of the distributed Google forms, was as follows: Strongly Disagree (SD) 1.1%, Disagree

(D) 19.1%, Agree (A) 50%, and Strongly Agree (SA) 29.8%. This shows that respondents felt fairly confident that the use of AI tools helped them generate relevant and useful ideas when starting thesis writing. This indicates a stronger recognition of the benefits of AI tools compared to the previous question, which had a lower average score.

Table 4.18 Questionnaire Score Results

17	I used AI tools to organize the structure of my first thesis draft	2.94	indicates that respondents felt that the use of AI tools provided some benefits in organizing the structure of their thesis draft, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may also be challenges or dissatisfaction in using such tools for this purpose.

Item seventeen, “I used AI tools to organize the structure of my first thesis draft.” The average score of 2.94 for the percentage of students using AI, as seen from the results of the distributed Google forms, was as follows: Strongly Disagree (SD) 2.1%, Disagree (D) 21.3%, Agree (A) 53.2%, and Strongly Agree (SA) 23.4%. This shows that respondents felt the use of AI tools provided some benefits in organizing the structure of their thesis drafts, but not with a very high level of confidence. This could mean that while there are some perceived benefits, there may also be challenges or dissatisfaction in using such tools for this purpose.

Table 4.19 Questionnaire Score Results

18	AI tools made it easier for me to start writing my thesis	3.02	it shows that respondents felt fairly confident that the use of AI tools made the process of starting thesis writing easier. This indicates a stronger recognition of the usefulness of AI tools in helping to overcome the challenges often faced when beginning writing.

Item eighteen, “The AI tool made it easy for me to start writing my thesis.” With an average score of 3.02, the percentage of students who use AI, as seen from the results of the distributed Google forms, is as follows: Strongly Disagree (SD) 0.0%, Disagree (D) 18.1%, Agree (A) 59.6%, and Strongly Agree (SA) 22.3%. This shows that respondents felt fairly confident that the use of AI tools facilitated the process of starting thesis writing. This indicates a stronger recognition of the usefulness of AI tools in helping to overcome the challenges often faced when starting writing.

Table 4.20 Questionnaire Score Results

19	Overall the use of AI tools accelerated my writing process	3.01	it shows that respondents feel quite confident that the use of AI tools has helped accelerate their writing process. This shows a stronger recognition of the benefits of AI tools in improving writing efficiency.

The nineteenth item, “Overall, using AI tools speeds up my writing process.” With an average score of 3.01, the percentage of students who use AI, as seen from the results of the distributed Google

forms, is as follows: Strongly Disagree (SD) 0.0%, Disagree (D) 18.1%, Agree (A) 56.4%, and Strongly Agree (SA) 25.5%. This shows that respondents feel fairly confident that the use of AI tools has helped speed up their writing process. This shows a stronger recognition of the benefits of AI tools in improving writing efficiency.

Table 4.21 Questionnaire Score Results

20	I used AI tools to make it easier for me to manage citations and references	3.12	it shows that respondents felt fairly confident that the use of AI tools had helped them manage citations and references more easily. This indicates a stronger recognition of the benefits of AI tools in this important aspect of academic writing.

The twentieth item, “I use AI tools to make it easier to manage citations and references.” With an average score of 3.12, the percentage of students using AI, as seen from the results of the distributed Google forms, is as follows: Strongly Disagree (SD) 0.0%, Disagree (D) 18.1%, Agree (A) 56.4%, and Strongly Agree (SA) 25.5%. This shows that respondents feel fairly confident that the use of AI tools has helped them manage citations and references more easily. This suggests a stronger recognition of the benefits of AI tools in this important aspect of academic writing.

Thus, the results of the data analysis show that respondents have a positive opinion on the ability of AI tools to help improve the quality of writing and can be used as a tool in the writing process. Although

respondents acknowledge some of the benefits of using AI tools, they also point out the challenges and uncertainties that need to be considered, especially in relation to originality and quality of writing.

2. The advantages of using AI tools on students' ability to develop writing

For this study, 10 university students were selected and interviewed. The interviews were conducted using a semi-structured format, which allowed the researcher to use prepared key questions while giving the respondents the freedom to express their opinions and experiences. Six questions were asked to determine the benefits of students' use of AI in writing, as evident from their answers. A summary of the responses for each interview item follows, which can be seen in Table 4.6 as follows:

Tabel 4.22 Interview Excerpts

Conclusion

No	Interview Question	Interview Excerpt
1	How do AI tools help you choose better or more accurate words when you are writing or creating other academic papers? **(Bagaimana alat bantu AI membantu Anda memilih kata yang lebih baik atau lebih akurat saat Anda menulis atau membuat karya tulis akademis lainnya?)**	1. Sebelumnya, Marsha menggunakan Chat-GPT untuk menulis. Pertama, Marsha mencari ide. Setelah itu, Marsha meminta Chat-GPT memberikan pilihan kata. Jika kata-kata tersebut terlalu sulit, Marsha akan meminta, "gunakan bahasa yang sederhana." (M) 2. ya biasanya saya menggunakan AI, gitu. Kayak saya masukin form-nya, terus saya masukin apa yang mau dibahas terus ya itu nanti saya lihat di AI. AI itu cuma buat kayak brainstorming,

		gitu. Yang bagus gitu, kan. Misalnya bingung nih mau nulis paragraf apa kalimatnya dulu, gitu. Jadi pakai AI, teruslalu kita modif dari diri kita sendiri.(R) 3. Ya, kan kadang-kadang itu pas menulis itu ya Bang, ada kata-kata yang nggak sesuai. Misalkan ada satu kata yang punya satu makna yang punya dua kata gitu kan. Terus kadang-kadang satu kata ini nggak sesuai sama yang mau kita sampaikan. Terus kadang-kadang Dina pakai AI buat nanya apa namanya, apa kata lain yang bagus untuk menyampaikan hal ini. Jadi, hal tersebut dapat disampaikan dengan baik. (D) 4. Biasanya, saya menggunakan AI untuk membantu saya dalam pemeriksaan ejaan dan tata bahasa kemudian pemilihan kata yang lebih akurat terus, meningkatkan kejelasan dan cohesion kemudian, penggunaan terminologi yang tepat dalam penulisan kemudian, bisa juga untuk pemeriksaan plagiarisme mungkin, sekian dari saya. (I) 5. Biasanya setelah menulis, saya suka minta AI bantu dengan prompt sederhana.Kayak bikin, buatlah paragraf ini lebih pas buat tulisan akademis doang gitu. AI-nya bakal nyedarin pilihan kata yang lebih tepat atau formal. Jadi tulisan saya terasa lebih polis gitu dan sesuai standar akademis. (N) 6. Ya, biasanya untuk membuat judulnya. Awalnya Amel itu bingung bagaimana cara membuat judul dengan susunan grammar atau dengan kata-kata

		yang lebih bagus. Jadi, Amel minta bantu AI untuk menyusun katanya itu yang bagus secara grammar dan nyambung juga gitu. Biasanya itu untuk judul sih, keseringan.(S) 7. ada, saya menggunakan alat bantu AI ini untuk mengetahui apakah karimat yang saya buat itu sudah benar secara grammar atau susunan katanya. (IF) 8. Kalau memilih kata-katanya itu tulis dulu ide-ide yang mau ditulis di tugas writing ini Misalnya mau nulis pengalaman liburan Jadi dirincikan apa saja yang bakal ditulis Misalnya main ke sini, main ke pantai, kasih ide dulu ke AI Nanti AI yang milih kata-katanya. (I) 9. Kalau membantu, tentu saja AI ini sangat membantu dalam penulisan kartus akademis. Apalagi sekarang kan di zaman modern, AI ini sangat sudah berkembang.Jadi, bagaimana pilihan kata yang lebih baik itu misalnya saat menulis teks writing proposal kemarin. Jadi, ada kan kata sisi yang secara harfiahnya memang terjangkau. Memilih katanya menggunakan AI.Awalnya sisi itu ada pertanyaan, tapi kurang masuk. Jadi, sisi minta bantuan misalnya melalui AI seperti chat GPT. Nanti chat GPT ini membantu sisi memberikan beberapa pilihan dalam pemilihan kata yang sesuai dalam konteks.(IL) 10. Biasanya saya melakukan cross-check terhadap lima dan juga paragraph yang sudah saya tulis atau saya ketik untuk mengecek apakah kata ini sudah benar atau belum baik itu dari segi grammarnya maupun

		vocabulary-nya Nah, dari situ saya dapat referensi dari AI ini sehingga saya dapat mengoreksi sendiri apa saja yang sudah salah dan yang patut dibenarkan. (AP)

For question number 1, “how do AI tools help you choose better or more accurate words when you are writing or creating other academic papers?” Based on interviews with sixth-semester students in the English Language Program at UIN Sjech M. Djamil Djambek Bukittinggi, it was found that AI tools such as ChatGPT are very helpful in selecting the right words when writing academic papers. AI is used to generate ideas, construct sentences, and choose words that are more appropriate and easier to understand. Some students use AI to simplify overly complex words, find synonyms, or improve sentences to make them better and more appropriate for academic language. Additionally, AI helps check grammar and spelling and create titles that are more engaging and structurally correct.

Tabel 4.23 Interview Excerpts

Conclusion

2	Can you explain how AI tools help you write in a more formal or professional style during your academic writing? **(Dapatkah Anda menjelaskan bagaimana alat bantu AI membantu Anda menulis dengan gaya yang lebih formal atau profesional selama penulisan akademis Anda?)**	1. Kalau bagaimana AI membantu itu biasanya Marsha berikan contoh dulu bang. Misalnya Marsha ini disuruh membuat essay misalnya.Contoh Marsha ambil salah satu essay di internet terus Marsha copy di website itu. Kata-katanya penulisannya lebih formal gitu. Nah nanti dia akan CGPT itu biasanya dia meniru gaya penulisan dari contoh essay yang udah Marsha lampirkan di

		sana bang.Jadi biasanya Marsha lampirkan contoh dulu baru nanti CGPT itu yang bakal meniru. Berarti dari hasil artikel yang dimasukkan gitu kan.(M) 2. Kalau menulis bahasa formal itu biasanya saya jarang menggunakan AI. Paling nyontoh dari artikel atau jurnal orang lain, gitu. Saya menggunakan AI, tapi kan bahasanya itu secontoh dari jurnal atau artikel orang lain atau bahkan deskripsi orang lain. Pertama, tapi beda bahasa. Tapi saya lebih menyesuaikan tapi mengikuti yang dari jurnal atau artikel, gitu. (R) 3. Dina mungkin meminta bantuan untuk mengubah draft yang sudah ada menjadi bahasa yang lebih formal atau ilmiah. Misalnya, Dina akan mengatakan, "Tolong ubah ini menjadi bahasa yang lebih formal." (D) 4. Menurut saya, itu sangat membantu Bang, karena dalam penggunaannya kita dapat pemeriksaan tata bahasa kita sudah betul atau belum. Kemudian, struktur kalimat yang lebih kompleks dan penggunaan terminologi yang tepat dalam penulisan.(I) 5. Biasanya saya suruh AI bikin versi profesional dari tulisan saya, terus saya bandingin sama draft asli. Kalau ada kalimat atau fasa dari AI yang kelihatan lebih cami, saya comot buat ganti yang kurang oke. Jadi saya kayak punya editor pribadi gitu.(N) 6. Amel tidak pernah sih

		menggunakan AI untuk menilai itu. Biasanya Amel yang menilai kalau tulisan AI itu tidak formal atau formal gitu.Jadi, biasanya Amel kalau tulisannya terlihat tidak formal ya Amel minta ubah lagi ke lebih formal, suruh dia mengubah gitu sih.(S) 7. Kalau menurut orang Bahasa Indonesia itu diunggah untuk yang tadi kelimat itu lebih terdengar lebih syuriah dan lebih formal dan lebih benar-benar Inggris natural gitu.(IF) 8. Tinggal kasih keyword, misalnya kalau penelitian Kasih perintah menggunakan kata-kata yang lebih formal Berarti lebih ke memberikan prompnya.(I) 9. Kalau AI ini membantu dalam menulis dengan kaya yang lebih formal mungkin kan kita kalau menulis akademis tentu saja formal. Tetapi kita sebagai pembelajar mungkin seringkali menggunakan bahasa yang non formal dalam berbicara. Kadang-kadang saat berbicara kita sering menggunakannya dalam menulis juga.Untuk itu AI ini membantu dalam penulisan yang kaya yang lebih formal. Misalnya pengguna yang menggunakan adjektif yang lebih baik atau penggunaan verb dan grammarnya yang lebih tertata rapi.(IL) **10.** Biasanya dalam menulis itu kita memakai bahasa kita sendiri yang mana bahasa tersebut belum tentu akademis dan juga professional Jadi,

		kalau saya menggunakan AI juga sebagai bentuk untuk mencari referensi disini ada kata-kata sinonim contohnya for example, itu kan bahasa kita Jadi, kalau di AI itu di-upload banyak referensi kata lain yang bisa digunakan kecuali for example, misalnya for instance, dan sebagainya Jadi, AI ini sangat bermanfaat juga untuk membentuk kata yang akademik (AP)

For question number 2, “can you explain how AI tools help you write in a more formal or professional style during your academic writing?” It can be concluded that, based on the interview results, it can be concluded that AI tools such as ChatGPT are very helpful for sixth-semester students in writing in a more formal and professional style, especially in the context of academic writing. Some students use AI to transform rough drafts into more academic writing by giving commands (prompts) such as “change to a more formal language” or inserting examples of academic writing so that the AI can imitate the style of language.

Tabel 4.24 Interview Excerpts

Conclusion

3	Have you ever used an AI tool in your writing to check for plagiarism? If so, how did this tool help improve the quality of your writing? **(Pernahkah Anda menggunakan alat bantu AI dalam menulis untuk memeriksa plagiarisme? Jika ya, bagaimana alat ini membantu meningkatkan**	1. Pernah bang, dan kebetulan Marsha itu untuk merisa plagiarism dari CGPT itu Marsha pakai zero GPT. Nah nanti di zero GPT itu Marsha cek plagiarism-nya tinggi nggak Marsha meng-copy paste. Biasanya Marsha paraphrase dulu bang.Makanya nanti kalau udah dipakai di zero GPT biasanya persennya nggak terlalu tinggi gitu. Jadi kalau

	kualitas tulisan Anda?)	misalnya mau plagiarism berarti ada AI lain yang membantunya gitu kan. Luar bang pakai zero GPT itu. (M) 2. Untuk menghindari plagiarism itu lebih ke apa ya misalnya ini kita copy-paste dari AI atau paragraph atau paragraph itu nggak full dari AI, gitu. Nanti kita dikit-dikit, gitu. Tapi kalau kita paraphrase dari AI itu juga nanti kan bakal deteksi, jadi saya jarang pakai AI buat paraphrase, gitu. Karena akhirnya juga bakalan terdeteksi. (R) 3. Pernah Bang, Yang kayak AI plagiarism gitu kan, terus dimasukin filenya, terus nanti dia udah ada aja langsung berapa persennya plagiarism-nya.(D) 4. Saya pernah menggunakan AI untuk memeriksa plagiarisme dengan cara mendeteksi kesamaan teks yang saya buat, mengidentifikasi sumber-sumber yang saya gunakan, dan memberikan saran perbaikan dalam penulisannya.(I) 5. Sejauh ini jujur ya, saya lebih percaya sama itu saya terimitin.Tapi kan itu berbayar. Jadi saya biasanya pastiin tulisan saya original dengan menulis dari mal dan pas cek sama-sama yang saya pakai.Jadi nggak pernah pakai alat itu. (N) 6. Amel tidak pernah menggunakan AI. Soalnya Amel tidak tahu AI mana yang lebih akurat untuk mengecek itu.Amel belum pernah sih. Biasanya Amel untuk mengecek plagiarism di joki.(S) 7. Kalau untuk plagiarism itu biasanya kalau buat kelimat itu

		kita ubah kelimatnya lebih ke yang Inggris yang kita pahami dulu. Tidak pakai AI untuk mengecek plagiarism.(IF) 8. Kalau ada yang kata-katanya yang tidak sesuai, kurang cocok, itu lebih diganti-ganti saja Berarti kalau misalnya identifikasi itu plagiarism, lebih diganti lagi kata-kata yang lain. (I) 9. Pernah Bang Zero itu plagiarism.Kayak itu Bang ada beberapa sisi coba mengecek. Mail atau artikel apa untuk mengecek plagiarism nya. Dan alat ini itu memang untuk mengecek.Misalnya banyak nggak kata-kata yang AI atau kata-kata yang dari orang lain yang tercatat dalam artikel kita. Jadi, kadang hal itu membuat kita kan nanti misalnya di penilaian dosen dan lain sebagainya itu tentu saja mengurangi nilai kita. Tentu saja kita sebenarnya kadang-kadang bahasa yang kita gunakan itu hampir-hampir mirip dengan lain. (IL) 10. Pernah Bang Bagaimana alat tersebut membantu Adit? Misalnya, kalau sudah membuat suatu karya tulis Nah, itu kan memiliki kekhawatiran kalau ini sama sama orang Nah, biasanya langsung menggunakan Apa nama AI-nya? No Paraphrase Quillboard Nah, itu juga sering dipakai untuk menghindari plagiarisme,dan ini pun sangat membantu yang mana dilakukan paraphrasenya dari AI tersendiri sehingga lebih berkecil adanya plagiarisme terhadap karya orang lain dan

		menjaga originalitas. (AP)

For question number 3, “have you ever used AI tools in your writing to check for plagiarism? If so, how did these tools help improve the quality of your writing?” It can be concluded that, Based on interviews with sixth-semester students in the English Language Study Program at UIN Sjech M. Djamil Djambek Bukittinggi, it was found that some of them had used AI tools to check for plagiarism in academic writing, while others had not used them due to limited information or access. Students who do not use AI cite reasons such as limited access (e.g., paid applications) or doubts about its accuracy. Some prefer to write manually or seek assistance from third parties (e.g., tutors or professors) to check for plagiarism.

Tabel 4.25 Interview Excerpts

Conclusion

4	Do you use AI tools to help you create or organise your bibliography when writing? If yes, how do they help you? **(Apakah Anda menggunakan alat bantu AI untuk membantu Anda membuat atau mengatur daftar pustaka saat menulis? Jika ya, bagaimana alat tersebut membantu Anda?)**	1. Kalau untuk mengatur daftar pustaka nggak pernah bang.Karena Marsha kan pakai Mendeley. Jadi itu langsung otomatis kan. Nah kalau untuk mencari referensi biasanya ada.Misalnya cari coba berikan beberapa sumber misalnya artikel atau jurnal gitu. Tapi ketika Marsha menceknya itu emang Marsha cek lagi apakah ada jurnal itu. Kadang kan zero GPT itu cuma dia salah-salah aja ngasih jurnal atau sumbernya ternyata nggak ada gitu kan bang.Jadi Marsha cek lagi. Ada Marsha nyari referensi pakai AI tapi Marsha cek kembali.(M) 2. kalau untuk cari jurnal untuk daftar pustaka langsung itu

		lebih ke langsung ke webnya sih daripada AI misalnya.Kayak alat apa-apa gitu. Tapi yang benar-benar AI jarang karena memang mereka nggak nyambung referensinya gitu. Adapun adapun referensinya, adapun jurnalnya kadang belum tentu apa gitu belum tentu reperkasi yang baik gitu.(R) 3. Iya, Bang, Soalnya kan kadang-kadang ada yang pasti kayak taktar postaka citasinya itu yang lama, jadi kayak mau cari yang terbaru itu ada yang similar kayak gitu tuh kadang-kadang pakai AI, Bang. Jadi AI yang Dina gunakan untuk mencari referensi tersebuta adalah Perplexity sama Chat- GPT. (D) 4. Alat bantu AI itu dapat membantu saya dalam membuat atau mengatur daftar kustaka dengan cara mengatur format, karena AI dapat membantu mengaturan daftar kustaka sesuai dengan gaya penulisan yang saya inginkan. Kemudian mengidentifikasi sumber yang saya dapat, dan menghindari kesalahan-kesalahan kata yang saya buat di dalam penulisannya. (I) **5.** Saya tidak pernah membuat dokumen dari awal, tetapi lebih sering mengatur dokumen yang sudah ada. Saya menggunakan AI bernama Cici untuk membantu. Saya cukup memasukkan dokumen, lalu memberi perintah untuk mengumpulkan dan mengurutkan referensi. AI tersebut langsung merapikannya, sehingga menghemat waktu. (N) 6. Ya, sering. Amel sering menggunakan AI terutama

		untuk bikin misalnya daftar pusakanya itu style EPA atau MLE. Jadi biar tidak ribet ya langsung aja minta AI buat. (S) 7. Jadi Indah itu menggunakan AI itu untuk menyusun biar daftar pusakanya itu sesuai. an kita masukin sumber buku.Ya. Terus nanti minta dia menyebutkan sesuai objek. (IF) 8. Ya, benar Contohnya, misalnya buat latar belakang Misalnya, buatkan latar belakang tentang ini-ini, serta berikan referensi atau sumbernya gitu Berarti kalau begitu kan harus ada sumber, misalnya menggunakan buku dulu, apa saja isi sumber dari buku itu begitu. (I) 9. Kalau mencari referensi, yang pertama kan sisi cari bukunya dulu Bang. Cari apanya, baru Bang gunakan AI.Misalnya, sisi ada mengandesis tentang metakognitif. Jadi sisi cari di Google atau dimanapun ada. Nggak salah, Lipgenesis itu nama aplikasinya, nama webnya Bang. Jadi situ sesuaikan aja kata kuncinya dan lain sebagainya. Nanti daftar petakanya dari situ saja sisi buat secara manual.Tapi kalau secara menggunakan AI untuk membuat daftar petaka bisa dikatakan jarang Bang. (IL)Iya Bang Kalau untuk mengatur dan membuat daftar posaka misalnya, kalau sudah selesai suatu karya ilmiah misalnya, saya langsung upload file-nya itu satu file-nya itu ke misalnya contoh GPT Nah, dan memberikan prompt seperti mention seluruh referensi yang dipakai dalam file ini nanti keluar tuh apa-apa saja yang digunakan di dalam artikel

		tersebut.(AP)

For question number 4, “do you use AI tools to help you create or organize your bibliography when writing? If yes, how do they help you?” Based on interviews with sixth-semester students in the English Language Study Program at UIN Sjech M. Djamil Djambek Bukittinggi, most respondents have used AI tools to manage or create bibliographies, albeit with varying frequency and methods. AI is used primarily to format citations, search for supporting references, and verify sources.

Tabel 4.26 Interview Excerpts

Conclusion

5	Do AI tools provide feedback that is appropriate to your writing? If yes, how did the feedback help you improve your writing? **(Apakah alat bantu AI memberikan umpan balik yang sesuai dengan tulisan Anda? Jika ya, bagaimana umpan balik tersebut membantu Anda memperbaiki tulisan Anda?)**	1. Kalau umpan balik yang diberikan AI itu kalau pertama kali Marsha ngasih instruksi itu kadang ada yang nggak sesuai sama apa yang Marsha harapkan gitu bang.Misalnya Marsha pengen berikan satu paragraf tentang topiknya misalnya tentang deskripsi gitu kan bang. Nah nanti dia itu malah mendeskripsikan misalnya orang gitu. Padahal yang Marsha minta misalnya bukan orang.Nah jadi emang Marsha harus ngasih instruksi yang lengkap. Baru sesuai dengan apa umpan balik yang Marsha harapkan gitu bang.(M) 2. Ada, tetapi hasil umpan balik dari AI tidak bisa sepenuhnya dipercaya. Kita juga perlu mencari informasi dari sumber lain atau menggunakan metode lain untuk memverifikasinya. (R) 3. Biasanya Umpan balik yang dberikan itu sudah sesuai tapi

		tulisan yang Dina gunakan sebelumnya Dina ubah dikit-dikit, Bang. Hasil dari AI itu diubah-ubah lagi. Sesuai sama yang Dina pakai.(D) 4. Benar, karena alat bantu AI dapat memberikan upan balik yang sesuai dengan tulisan yang saya buat. Upan balik tersebut dapat membantu saya dalam memperbaiki tulisan dengan beberapa cara, yaitu mengidentifikasi kesalahan yang terdapat dalam penulisan seperti kesalahan hejaan, kata bahasa, dan yang lainnya.(I) 5. ya, sejauh ini emang kebanyakan umpan baliknya cukup membantu. Misalnya pas menulis akademis kan ada pola tentu kayak pattern atau keywords gitu kan yang kurang aku hafal. Jadi pas menulis bisa cari-cari mau bikin tulisan kayak sekuen sebab akibat, salah-salah tulis ya, tergomentasi.AI-nya ini membantu buat nyari pola yang pas, terus nyaranin kata kunci yang bikin tulisannya lebih terstruktur gitu.(N) 6. Sering kayak respon itu tidak sesuai dengan yang Amel inginkan. Jadi Amel bikin lagi di chat selanjutnya bukan begitu gitu.Jadi kita sejelaskan secara rinci lagi dari chat yang awal. Jadi kayak gitu dia respon sesuai dengan yang diinginkan. (S) 7. Kadang yang kita lakukan itu sama AI jawabnya itu beda Bang.Jadi kita harus kayak nulis lagi perintahnya dengan yang lebih khusus lagi lebih rinci lagi perintahnya gitu Bang. Untuk bisa membuat suatu kalimat dengan benar. Berarti kalau

		misalnya Indah itu kalau hasilnya itu nggak sesuai dengan yang Indah inginkan. (IF) 8. Untuk umpan balik, kalau AI yang langsung memberikan tidak ada lebih, Ihram saja yang bertanya Misalnya, saya menulis ini, tolong periksa gini-gini Apakah umpan balik yang Ihram berikan ke AI itu sudah sesuai. (I) 9. Kalau sering terjadi beberapa kesalahan.Nggak bisa sisi menerimanya secara langsung. Misalnya sekali cari tentang metakognitif strategis kan Bang. Nggak bisa sisi sekali atau dua kali saja menganalisis di misalnya chat GPT AI-nya kan.(IL) 10. Kalau ini seringkali membantu gitu ada feedback yang diberikan oleh AI Misalnya bertanya tentang prosedur teks nanti akan dijelaskan hal-hal yang berkaitan dengan prosedur teks feedbacknya pun sangat banyak yang diberikan mulai dari contoh, pengertian dan juga kalau bisa ada file yang bisa didownload. (AP)

For question number 5, “Do AI tools provide feedback that is appropriate to your writing? If yes, how did the feedback help you improve your writing?” Based on interviews with sixth-semester students in the English Language Program at UIN Sjech M. Djamil Djambek Bukittinggi, AI tools do provide generally useful feedback, but their effectiveness depends heavily on the clarity of the instructions provided by the user. Most students stated that AI is capable of providing appropriate corrections for errors in grammar, spelling, sentence

structure, and word choice, thereby significantly improving the quality of their writing.

Tabel 4.27 Interview Excerpts

Conclusion

6	Can you share your experience where the AI tool changed the difficulty level depending on your writing progress? How did this tool help you with your writing? **(Dapatkah Anda berbagi pengalaman Anda di mana alat bantu AI mengubah tingkat kesulitan tergantung pada kemajuan tulisan Anda? Bagaimana alat ini membantu Anda dalam menulis?)**	1. kalau Marsha pribadi bang, kalau ketergantungan itu cuma untuk mencari ide atau topik yang mau Marsha angkat gitu bang.Tapi kalau misalkan untuk menulis, Marsha bisa. Cuman nanti bakal cek lagi itu emang ke AI. Maksudnya ketergantungan untuk membuat keseluruhan isi writing Marsha itu nggak.Cuman kalau emang buntu idenya emang larinya ke AI gitu bang.(M) 2. Dari AI itu kan kita tahu contoh-contoh konsep yang harus ditulis begini jadi kita bisa yang sebelumnya kita nggak bisa. Karena kita dari AI itu bisa kita mikirkan konsep apa-apa yang harus ditulis gitu. Dari AI itu kita Cuma mikir kata-kata apa gitu yang bisa digunakan.(R) 3. dari pengalaman Dina selama menulis dipermudahkan karena ada AI. Jadi tulisan yang tadinya mungkin begitu-begitu aja tambah AI itu mungkin ada tambahan variasi, tambahan style. Berarti kan mengubah tingkat tulisan Dina.(D) 4. Kalau bantu AI itu dapat mengubah tingkat kesulitan yang saya lakukan dalam penulisan. Karena saya dalam penulisan bahasa Inggris masih memiliki banyak kekurangan. Makanya dengan AI dapat membantu dalam kemajuan saya untuk menulis dalam

		bahasa Inggris.(I) 5. Dari pengalaman saya, makin sering saya jadi lebih suka sama gaya penulisan akademis yang bagus itu. Dalah kan saya kira tulisan itu udah oke, ternyata itu masih draft, ternyata masih ala free writing gitu.Nah, AI-nya membantu menunjukkan mana yang perlu direvisi, kayak bikin color yang lebih bagus dibaca, atau nyaranin kosa kata yang lebih variatif. (N) 6. AI sangat membantu dalam menulis. Saya akui bahwa saya cukup bergantung pada AI, tetapi tidak bisa terus-menerus seperti itu. Oleh karena itu, penting untuk sering membaca agar kita dapat memahami cara menggunakan variasi dalam tulisan, tidak hanya terpaku pada satu gaya.(S) 7. Kalau menurut saya sih Bang, kalau untuk ketergantungan ke AI tidak juga sih Bang.Kalau AI ini digunakan untuk mengembangkan, untuk brainstorming misalnya lebih lagi Bang. (IF) 8. Pernah kedapatan, misalnya Fase SMA minta buatin modul untuk micro-teaching Kan di situ Fase 12 SMA itu Fase E ya? Perintahnya sudah benar kalau Fase 12, tapi pas di modul itu dia buatnya di Fase D, tidak sesuai Ketakutan sekali Pengalaman Ihram menggunakan alat bantu AI mengubah tingkat kesulitan ketergantungan kemajuan tulisan Ihram Karena ada AI. (I) 9. Kalau membantu mungkin kayak, Bang. Yang sangat membantu mungkin yang kita rasakan. Tapi nggak terlalu sering kali doang. Cuma yang

		dapat sisi rasakan, AI ini membantunya di tingkat vokabulari sama grammar sisi gitu Bang.Jadi nanti di AI ini kayak membantu membedarkan misalnya kadang-kadang lupa menulis kata seharusnya was ditulis is. (IL) 10. Kalau dalam proses penggunaan AI tersendiri sangat membantu kalau untuk tingkat kesulitan yang mana awalnya tingkat kesulitannya itu mungkin sudah tingkat advance tapi ketika kita berdiskusi dengan AI ini levelnya itu lebih di apa ya, kalau dalam bahasa sekarang itu bahasa bayi jadi lebih gampang dipahami. (AP)

For question number 6, “can you share your experience of how AI tools adjust the level of difficulty according to your writing progress? How does this tool help you in your writing?” Most sixth-semester students in the English Language Program at UIN Sjech M. Djamil Djambek Bukittinggi stated that the use of AI tools significantly helped them adjust the level of difficulty of academic writing in line with the development of their writing skills. Overall, AI was found to be capable of adjusting the level of difficulty based on the context of the writing and the user's needs, from simplifying complex texts to enriching simple writing. This adaptive capability makes AI an effective tool for enhancing students' academic writing progress and quality.

3. The disadvantages of using AI tools on students' ability to develop writing

For this study, 10 students were selected and interviewed. The interviews were conducted using a semi-structured format, which allowed the researcher to use prepared key questions while giving respondents the freedom to express their

opinions and experiences. Four questions were asked to determine the disadvantages of AI use in writing by students, as seen from their answers. The following is a summary of the responses for each interview item, which can be seen in the continuation of Table 4.6 as follows:

Tabel 4.28 Interview Excerpts

Conclusion

7	Can you describe a situation where the AI tool gave you text that had no context or did not match your intended meaning? How did you handle this? **(Dapatkah Anda menjelaskan situasi di mana alat bantu AI memberi Anda teks yang tidak memiliki konteks atau tidak sesuai dengan makna yang Anda inginkan? Bagaimana Anda menanganinya?)**	1. Kalau Marsha pribadi waktu itu tentang translation sih bang. Marsha minta dia menerjemahkan teks tentang politik di situ, kemudian tuliskan kembali dalam bentuk translate di dalam bahasa Inggris gitu bang. Tapi yang malah diberi sama Chat-GPT itu dia malah bukan mentranslate, malah mengubah kata-kata dari apa yang teks sumber yang Marsha berikan gitu. Padahal itu kan pengen Marsha tulis kembali gitu kan. (M) 2. Mengubah PROM perintahnya sih. Misalnya kayak menuliskan tentang efek dari sebuah media terhadap pembelajaran. Jadi misalnya yang tidak di jealskan AI itu nggak jelas sesuai keluar konteks.(R) Jarang sih, Bang, kalau kayak gitu. Biasanya sesuai. Apalagi kalau misalnya yang kita minta itu jelas dan detail mungkin hasilnya bakal sesuai terus.jika pun ada Menanganinya, ya nggak ulang lagi, Bang. Promnya Dina susun lagi kata-katanya yang baik, baru hasilnya bakal sesuai dengan yang diinginkan. (D) 3. Alat bantu AI dapat memberikan teks yang tidak memiliki konteks oleh karena itu saya dalam penggunaan AI

		itu kerja dua kali untuk memudahkan dan memperjelas apakah yang saya cari itu sesuai dengan yang saya inginkan atau tidak. (I) 4. Pernah bang, sering kali ya. Biasanya karena prompt-nya mungkin kurang spesifik atau ada apa gitu. Dari ketika saya, kalau udah gitu saya sering otak-atik prompt-nya.Misal kayak kasih daftar kata atau konteks yang lebih detail sepertinya. (N) 5. awal-awal menggunakan AI dulu sering.Soalnya Amel itu memberikan perintahnya tidak jelas, kan dia tergantung PROM. Jadi kalau kita memberikan PROM yang jelas, ya pasti responnya itu sesuai dengan yang kita inginkan.(S) 6. Terkadang, jika jawaban AI tidak sesuai, materi yang dibahas bisa berbeda dari yang diminta. Oleh karena itu, penting untuk memberikan perintah yang lebih jelas kepada AI.(IF) 7. Minta ulang saja, kayak yang tadi, misalnya Fase 12 SMA itu kan Fase E Terus AI buatnya itu di Fase D modul yang diminta, saya minta ulang, bukankah Fase 11 itu Fase E? Jadi tolong buatkan modul baru untuk Fase E Berarti lebih ke mengulang lagi pertanyaan yang lebih spesifik. (I) 8. Situasi kayak gitu.AI itu kan namanya juga buatan manusia. Tentu saja dia sering melakukan kesalahan.Kadang sisi nanya konteksnya, topiknya yang A kan Bang. Yang dikeluarkannya yang tentang B. Jadi gimana cara men-fix-kannya. Mungkin dengan kita memberikan

		introduksi berkali-kali.(IL) 9. kalau dari error dari AI nya sendiri misalnya kita sudah ngetik panjang-panjang ngetiknya bagus, tidak ada nge-lag tapi dibalasnya cuma sedikit sama AI saya biasanya akan mengirim ulang prompt tersebut kalau pun belum muncul hasil yang saya inginkan saya refresh lagi jadi saya ulang lagi biasanya sekali dua kali masih itu, tapi kalau belum juga keluar agak diubah sedikit promptnya. (AP)

For question number 7, “can you describe a situation where the AI tool gave you text that had no context or did not match your intended meaning? How did you handle this?” The majority of sixth-semester students in the English Language Program at UIN Sjech M. Djamil Djambek Bukittinggi have experienced situations where AI generates text that is out of context or does not match their intended meaning. This issue is generally caused by prompts or instructions that are not specific or clear enough. In general, all respondents are aware that AI is a tool that heavily relies on the quality of the instructions (prompts) provided.

Tabel 4.29 Interview Excerpts

Conclusion

8	How do you deal with the limitations of AI tools when they don't fully understand the context or emotions in your writing? **(Bagaimana Anda menangani keterbatasan alat bantu AI ketika alat bantu tersebut tidak sepenuhnya memahami konteks atau emosi dalam tulisan**	1. cara Marsha menanganinya itu memang carikan peribahasa yang equivalent dengan teks yang Marsha sediakan gitu. Jadi emang harus dicari peribahasa yang sama, artinya dengan peribahasa yang dibahasa Indonesia gitu Bang.(M) 2. Biasanya saya akan menangani keterbatasan alat bantu AI

	Anda?)	dengan memberikan konteks yang jelas dan spesifik dalam tulisan saya. Selain itu, saya juga akan memanfaatkan umpan balik dari teman atau dosen untuk memastikan bahwa pesan yang ingin saya sampaikan dipahami dengan baik.(R) 3. Dina ulang lagi sih, Bang. Pemintaannya itu sampai benar-benar sesuai sama yang Dina mau.Kalau misalnya masih nggak sesuai juga, berarti Dina ketik ulang aja sendiri. Bikin sendiri aja lagi, gitu. Atau mencoba AI yang lain. (D) 4. Untuk itu, saya mungkin menggunakan beberapa cara.Yang pertama itu pemeriksaan hasil yang dikeluarkan oleh AI itu. Kemudian untuk menggunakan alat bantu yang lain sebagai referensi mempermudah saya untuk memahami kata-kata yang diberikan oleh AI tersebut. (I) 5. Kalau menanganinya ya apalagi soal emosi. AI ini kan memang tidak bisa menangkap konteks atau emosi.Jadi saya biasanya berhenti dulu, pindah ke AI lain. Kita AI sudah banyak sekarang, karena chat GPT itu kesannya memang sekarang baku. Saya coba AI lain. (N) 6. Amel kasih konteks yang lebih jelas, yang lebih detail. Soalnya kalau dengan Chat-GPT itu kan ada riwayatnya sebelum-sebelumnya.Jadi Chat-GPT ini bisa memahami dari awal sampai akhir. (S) 7. Biasanya periksa sendiri, minta teman untuk periksakan tulisan yang kita buat. minta tolong, berarti minta bantu ke orang lain untuk meriksa tulisan

		Indah.(IF) 8. Biasanya, jika satu AI tidak dapat membantu dalam menulis, saya akan menggunakan AI lainnya. Dalam proses penulisan, saya tidak hanya bergantung pada satu AI, tetapi juga memiliki AI lain sebagai cadangan. (I) 9. Jadi kalau keterbatasan bantu AI ini tidak membantu sepenuhnya, lihat lagi dalam konteksnya Bang, apakah ini benar-benar penting? Dulu AI ini sisi digunakan dalam tulisan sisi, misalnya tulisan kayak proposal tentu saja harus benar kan Bang. Grammar dan lain sebagainya tentu saja. Kita harus, keterbatasan itu tidak menghambat kita.(IL) 10. mungkin ini sering kali juga terjadi tapi kalau Adit sendiri menanganinya dengan merubah-rubah promptnya untuk lebih bisa diproses oleh AI tersebut jadi memang merubah-rubah prompt perintah agar bisa, bahkan tulisan Adit itu bisa di terima oleh AI tersebut. (AP)

For question number 8, “how do you deal with the limitations of AI tools when they don't fully understand the context or emotions in your writing?” Sixth-semester students in the English Language Program at UIN Sjech M. Djamil Djambek Bukittinggi recognize that AI has limitations in understanding deep context and emotional nuances in writing. Therefore, they have developed various strategies to overcome these challenges in order to continue producing relevant and high-quality results. This reflects an adaptive attitude and a mature

understanding of AI's role as a writing assistant, rather than as an automated tool that completely replaces the writer's thinking process.

Tabel 4.30 Interview Excerpts

Conclusion

9	Have you ever encountered incorrect information when using AI tools like ChatGPT, Blackboox AI, Perplexity AI, and so on? How did you correct it? **(Pernahkah Anda menemukan informasi yang salah saat menggunakan alat bantu AI seperti ChatGPT, Blackboox AI, Perplexity AI, dan sebagainya? Bagaimana Anda memperbaikinya?)**	1. Kalau misalnya informasi yang salah sering Bang. Kalau di CHPT itu biasanya cara Marsha yang kayak tadi, mengklarifikasi gitu, atau Marsha sediakan contoh yang benarnya, dilampirkan contoh yang benarnya seperti ini gitu. (M) 2. saya sendiri bang memverifikasi keakuratan informasi yang diberikan oleh alat bantu AI langkah penting sebelum memasukkannya ke dalam tulisan saya.jadi untuk menemukan ulang informasi yang lebih spesifik lagi biasanya saya ubah lagi kalimat prom untuk informasi yang salah tersebut. (R) 3. Pernah sih, Bang. Tapi itu kayak misalnya dia salah ngasih citasi-citasinya gitu, terus di-crosscheck lagi, dicari tahu lagi apa benar, kayak misalnya peneliti ini pernah ngomong ini, gitu. Kita cari ulang lagi secara manual. Berarti caranya itu mencari orang secara manual dari informasi yang tidak jelas tersebut. (D) 4. Yang pertama itu, Irfan memeriksa konteks yang Irfan cari tersebut. Apakah itu sudah benar atau belum? dan untuk meyakinkan yang dikeluarkan oleh AI itu benar atau salah, Irfan juga menggunakan sumber-sumber dari AI yang lainnya. (I)

		5. Kalau kadang-kadang, ada memang.Terutama kalau referensinya kurang valid, kayak chat GPT itu suka ngawur. Terlalu jauh referensinya. Kalau yang jauh, saya biasanya langsung cek ulang pakai Google saja.Cari artikel, atau jurnal, atau buku yang readable. Karena AI ini memang bantu cepetin proses, tapi masih sering saya cross-cek.(N) 6. Biasanya Amel memberikan perintah baru, misalnya sepertinya yang Anda tuliskan di atas itu salah.Jadi Amel perbarui prompnya.(S) 7. Kalau menurut saya sih Bang, AI, ada informasi yang salah dari saat menggunakan alat bantu AI itu, lebih milih untuk lebih baca lagi bahwa materi tentang yang dituliskan, tau nggak itu tanya sama teman, itu minta tanya sama dosen.(IF) 8. Macam-macam dalam memperbaikinya, bisa dari memperbaiki sendiri menurut pemahaman pribadi Terus bisa juga minta kejelasan dari AI itu, nanya lebih spesifik, atau bisa juga ke AI lain.(I) 9. Terkait informasi yang salah, hal ini mungkin disebabkan oleh formatnya, seperti pada ChatGPT. Cara untuk memperbaikinya adalah dengan menggunakan fitur "new chat" atau memulai percakapan baru. (IL) 10. kalau ini pernah Bang dan seringkali ditemukan waktu sumber dalam tulisan karya ilmih itu sangat kursial seringkali ada sumber-sumber yang kurang jelas misalnya dari Supri tapi setelah ditelusuri

		tidak ada yang namanya. tapi kalau saya pribadi akan cross-check lagi sumbernya dari mana saja harus mengecek kembali keakurasi informasi tersebut. (AP)

For question number 9, “Have you ever encountered incorrect information when using AI tools like ChatGPT, Blackbox AI, Perplexity AI, and so on? How did you correct it?” Most sixth-semester students in the English Language Program at UIN Sjech M. Djamil Djambek Bukittinggi have experienced situations where AI tools provide incorrect or inaccurate information. The most common errors involve fake references or fictional citations, as mentioned by Dina and Aditia, where the names of authors or journals cited by the AI cannot be found in valid sources. It can be concluded that students do not blindly accept all information from AI without verification. They demonstrate digital literacy skills and a reflective attitude by always double-checking, clarifying, or correcting information through other sources.

Tabel 4.31 Interview Excerpts

Conclusion

10	What do you do to verify the accuracy of the information provided by AI tools before incorporating it into your writing? **(Apa yang Anda lakukan untuk memverifikasi keakuratan informasi yang diberikan oleh alat bantu AI sebelum memasukkannya ke dalam tulisan Anda?)**	1. Kalau untuk sumber, misalnya Marsha memverifikasinya ini akurat sumbernya apa enggak? Memang Marsha cari, misalnya di jurnal Google Scholar, Marsha cari, benar nggak jurnalnya ada? Kalau enggak ada, berarti enggak. (M) 2. Pertama itu ya menggunakan AI-nya gitu sama nggak ada banyaknya gitu kan. Terus kalau nggak gitu ya menggunakan artikel jurnal atau bahkan skripsi orang lain gitu

		sama nggakapa-apa yang dibahas gitu. (R) 3. Biasanya sih Dina tanyain lagi ke AI itu, kayak apakah sudah benar, tolong jelaskan kebenarannya itu dengan bukti-buktinya, terus nanti muncul semuanya itu kayak bukti-buktinya gitu, Bang. (D) 4. Mungkin yang pertama itu Irfan memeriksa sumber dan informasi yang diberikan oleh AI itu, apakah sumber itu yang terpercaya dan relevan. Kemudian mencari konfirmasi dari sumber lain untuk memastikan keakurasian informasi yang diberikan AI. (I) 5. Mungkin sama seperti jawaban saya tadi. Saya selalu cek ulang sumber aslinya.Entah dari buku, artikel, atau jurnal yang sudah terpercaya. AI cuma bantu kasih gambaran awal saja. (N) 6. AMEL cek secara manual.Gitu aja sih. (S) 7. - (IF) 8. Yang pertama sesuaikan dengan pemahaman dulu, kalau misalnya tidak sampai, browsing-browsing lagi, cari tahu lagi, ini sudah benar tidak yang ditulis AI ini Itu bisa mencari tahunya ke AI yang lain, atau bisa juga searching di jurnal-jurnal lain. Jadi di AI yang lain betul tidak hasilnya. (I) 9. Kalau salah menggunakan, kalau informasi yang salah diberikannya namanya AI, namanya buatan manusia tentu salah ada Bang kan. Jadi menurut sisi kembali ke instruksi-instruksi yang kita berikan sehingga maksud dan tujuan kita itu jelas karena dia mengikuti form yang ada di

		atas.(IL) 10. kalau saya pribadi mungkin yang pertama dilakukan adalah mempertanyakan ke AI kembali misalnya GPT mungkin pertanyaannya apakah sumber ini sudah kredibel atau sumber ini mendasarkan penelitian-penelitian yang ada di dunia nyata biasanya GPT langsung menjawab ada yang menjawab ada yang menjawab namun kalau di luar konteks tersebut kalau saya pribadi mungkin akan mengecek lagi ke jurnal yang aslinya (AP)

For question number 10, “what do you do to verify the accuracy of the information provided by AI tools before incorporating it into your writing?” The majority of sixth-semester students in the English Language Program at UIN Sjech M. Djamil Djambek Bukittinggi stated that they do not immediately trust information provided by AI tools. To ensure the accuracy and credibility of the information, they employ various verification strategies, both manual and digital. This underscores that the use of AI in the academic world must still be accompanied by information literacy skills and intellectual responsibility on the part of users.

In general, students utilize AI as a very helpful assistant in the writing process. AI is used to select more appropriate and accurate words, change the language style to be more formal and professional, and assist in organizing the bibliography, thereby saving time. Additionally, AI is effective for checking for plagiarism, detecting text similarities, and providing suggestions for improvements that can enhance the quality of the writing. Some students also use

AI as a source of feedback, although they realize that the feedback results are not entirely reliable and need to be re-verified. In using AI, students do not rely entirely on this technology but also combine it with additional references such as books and journals to enrich their knowledge and writing variety.

However, there are also several disadvantages to using AI, as pointed out by the students. One of them is the mismatch in context or meaning generated by AI when the command given is not specific enough, requiring repetition or clarification of the command so that the results obtained are in line with the writer's needs. In addition, AI still has limitations in understanding the emotional context of writing, so users often use more than one AI tool as a backup or for verification. Incorrect information occasionally appears in AI output, and students tend to address this by starting a new conversation, clarifying the prompt, or verifying the information through more credible sources such as scientific journals. During the final verification stage, students consistently cross-check with other references to ensure the accuracy of the data before incorporating it into their writing.

B. FINDING

The results of this study indicate that students in the English Education Study Program generally use artificial intelligence (AI) as a tool to assist in the writing process, particularly in the pre-writing, writing, revision, editing, and publication stages. The use of AI has been proven to help students generate ideas (brainstorming), outline their writing, and determine the main points of the topic to be written. In addition, AI also

plays a role in improving sentence structure, grammar, and spelling, thereby improving the quality of writing.

1. Have students used AI in writing in the sixth semester

Tabel 4.32 Indicator Questionnaire 1

No	Sub- Indicator	Questionnaire results
1	According to (Taib et al. 2024) In the pre-writing stage, tools such as ChatGPT are used to brainstorm topics and draft an outline. The main challenge lies in ethically integrating AI to maintain originality. AI's ability to provide structural guidance for designing outlines, determining key points, and saving research time through literature recommendations.	1. Most students stated that AI was very helpful in generating initial ideas for writing. 2. Students used AI to develop a systematic writing framework. 3. Students stated that AI helped them identify the main points to include in their writing. 4. AI helped save research time because it was able to provide literature references instantly. 5. Some students were aware of the challenges in maintaining the originality of their writing.

In indicator 1, based on the questionnaire results, it can be concluded that English Education students generally actively utilize artificial intelligence (AI) in the early stages of writing (pre-writing) to improve the quality and efficiency of their writing process. AI has proven to be very helpful in generating initial ideas (brainstorming) and systematically organizing the outline of the writing. Additionally, students also stated that AI makes it easier for them to identify key points relevant to the topic being developed.

Tabel 4.33 Indicator Questionnaire 2

No	Sub- Indicator	Questionnaire results
2	From (Hasrianti 2021) confirms that artificial intelligence can serve as an invaluable tool in the academic writing process. With the ability to analyse and correct writing errors efficiently, AI not only improves the quality of writing but also supports the development of students' writing skills. However, it is important to use this technology judiciously so as not to reduce the independence and creativity of the writer.	6. Most students agree that AI is a valuable tool in the academic writing process. 7. The majority of respondents stated that AI is very effective in identifying and correcting writing errors such as grammar, spelling, and sentence structure. 8. Students feel that AI significantly improves the overall quality of their writing. This includes improved coherence between paragraphs, vocabulary variety, and clarity of argumentation. 9. Most students stated that AI not only helps with the final outcome of their writing but also supports the development of their writing skills. 10. Some students stated that they use AI wisely to maintain originality and creativity in their writing. They only use AI as a reference or proofreader, not as the primary writer.

In indicator 2, based on the questionnaire results, most students stated that artificial intelligence (AI) is a valuable tool in the academic writing process. AI significantly helps them identify and correct writing errors, including grammar, spelling, and sentence structure. The use of AI has been proven to improve overall writing quality, particularly in terms of paragraph cohesion, vocabulary variety, and clarity of argument.

Tabel 4. 34 Indicator Questionnaire 3

No	**Indicator**	**Questionnaire results**
3	According to (Lestari and Fitria 2025) The research shows that many students use AI to get word or phrase suggestions that can improve the quality of their writing. AI helps in providing constructive feedback, allowing students to correct mistakes and refine their arguments.	11. Most students stated that AI provides vocabulary and phrase suggestions that help enrich their writing. 12. Respondents stated that AI tools such as Grammarly and QuillBot provide feedback on the style and diction used. 13. Students feel that AI provides real benefits in terms of providing suggestions for improvement and automatically detecting errors. 14. Most respondents stated that AI plays a role in clarifying and strengthening their arguments. 15. The majority of students concluded that, overall, the quality of their writing has improved thanks to AI assistance.

In indicator 3, based on the questionnaire results, Based on the research results, it was found that the use of artificial intelligence (AI) in the academic writing process has a positive impact on improving the quality of students' writing. Most students stated that AI provides useful vocabulary and phrase suggestions to enrich their writing. This feature is particularly helpful when students want to express their ideas with more precise and varied word choices. As a result, AI not only assists in word selection but also refines the overall writing style.

Tabel 4.35 Indicator Questionnaire 4

No	**Indicator**	**Questionnaire results**
4	According to (Song and Song 2023) They found that the use of AI tools enabled authors to produce initial drafts quickly, perform data analyses, and manage citations more efficiently.	16. The majority of students stated that AI is very helpful in generating initial ideas when starting to write their thesis. With the help of tools such as ChatGPT, students find it easier to identify the focus of the topic, perspective, and relevant themes. 17. Most respondents use AI to organize the structure of their initial thesis draft. 18. Students state that AI makes it easier for them to start writing their thesis, especially because AI can help them overcome the most challenging stage, which is writing the opening paragraph. 19. Most students acknowledge that the use of AI accelerates the entire thesis writing process, from planning, writing, to revision. 20. Respondents stated that AI helps them manage citations and bibliographies efficiently, both in adjusting citation formats (such as APA/MLA) and automatically compiling references.

In indicator 4, based on the research findings, it was found that students generally felt significant benefits from using artificial intelligence (AI) tools in the thesis writing process. This finding is in line with the views of Song and Song (2023), who stated that AI makes it easier for writers to quickly draft initial drafts, analyze data, and manage citations efficiently. Most students reported that AI was very helpful in generating initial ideas when starting to write their theses. Through tools such as

ChatGPT, students found it easier to determine the focus of the topic, perspective, and relevant themes. AI serves as a solution to overcome the initial confusion often experienced when starting to write a long academic paper.

2. The advantages of using AI tools on students' ability to develop writing.

Tabel 4.36 Indicator Interview 1

No	**Indicator**	**Interview results**
1	According to(Abbas 2023) AI can also assist students in choosing more appropriate words, constructing sentences in a more professional style, and providing advice on how to make stronger and more convincing.	1. Most informants stated that AI is very helpful in selecting the right vocabulary and contextually appropriate academic terms. They mentioned that before using AI, they often struggled to find the right words to express their ideas. However, with the help of AI tools like Grammarly and QuillBot, they can obtain more accurate and professional word suggestions, which ultimately improves the quality of their writing. 2. Nearly all respondents stated that AI helps them construct sentences in a more formal and professional style. With the help of tools like ChatGPT or Grammarly, students reported being able to transform sentences that were originally non-standard into ones that align with academic writing standards.

In indicator 1, Based on the interview results, it can be concluded that students significantly utilize artificial intelligence (AI) to improve the quality of their writing, particularly in vocabulary selection and sentence construction. This aligns with Abbas's (2023) perspective, who states that

AI can assist students in selecting more appropriate words, constructing sentences in a more professional style, and providing suggestions to make their writing stronger and more convincing. The majority of informants stated that AI is highly helpful in selecting vocabulary that is appropriate and contextually relevant in an academic setting. Before using AI, many students struggled to find the right words to express their ideas. However, with the help of tools like Grammarly and QuillBot, they can obtain more accurate, varied, and professional vocabulary suggestions.

Tabel 4.37 Indicator Interview 2

No	**Indicator**	**Interview results**
2	According (Abbas 2023) AI can automate routine and time-consuming tasks, such as plagiarism checking, bibliography preparation, and revision of writing(Abbas 2023). This allows students to focus on the more creative and analytical aspects of their writing, such as developing ideas, structuring arguments, and conducting research.	3. Most informants stated that AI is very helpful in checking for plagiarism quickly and practically. Students use tools such as Turnitin, Quetext, and Grammarly Premium to ensure that their writing is original and does not contain elements of plagiarism. 4. Respondents revealed that AI is highly effective in automatically compiling and managing bibliographies. Students utilize AI features to convert citations into the appropriate format (such as APA or MLA) and compile bibliographies more quickly and systematically.

In indicator 2, based on the interview results, it can be concluded that the use of artificial intelligence (AI) greatly helps students in completing technical and routine tasks in the academic writing process. This finding aligns with Abbas' (2023) assertion that AI can automate

time-consuming tasks such as plagiarism checks, bibliography creation, and revision processes. As a result, students have more time and energy to focus on the creative and analytical aspects of writing, such as idea development, argument construction, and research. Most informants reported that AI is very useful for quickly and efficiently checking for plagiarism. Students typically use tools such as Turnitin, Quetext, and Grammarly Premium to ensure the originality of their writing.

Tabel 4.38 Indicator Interview 3

No	**Indicator**	**Interview results**
3	According to (Manuel, Aini, and Agustina 2023) AI-based adaptive learning systems are able to adjust feedback and task difficulty levels based on students' individual needs and progress.	5. Most informants said that AI provides feedback tailored to their writing ability. Respondents felt that AI not only pointed out errors in general, but also provided explanations and suggestions for improvement that were easy to understand according to their ability level. 6. Some respondents acknowledged that AI can adjust writing challenges based on their skill development. As students show improvement in their writing, AI provides more complex suggestions and encourages them to explore more academic sentence structures, expand their vocabulary, and strengthen their arguments.

In indicator 3, Based on the interview results, it can be concluded that the use of artificial intelligence (AI) in academic writing has made a significant contribution to improving students' writing skills, particularly in terms of providing customized feedback and adjusting the difficulty level of assignments. This finding aligns with the views of Manuel, Aini,

and Agustina (2023), who state that AI-based adaptive learning systems can adjust feedback and difficulty levels based on individual needs and progress. Most informants reported that AI provides feedback that aligns with their writing abilities.

3. The disadvantages of using AI tools on students' ability to develop writing

Tabel 4.39 Indicator Interview 4

No	**Indicator**	**Interview results**
4	According to (Septi Rahayu 2023) AI often produces texts without a deep understanding of context or specific emotional nuances. This can cause the writing to lack originality or lose the personal touch that is important in academic or creative work.	7. Some informants stated that texts generated by AI often do not demonstrate a deep understanding of the context of the writing. Although AI is capable of constructing structurally correct sentences, the content or meaning produced is sometimes superficial and does not meet specific academic requirements. 8. Most respondents also highlighted that AI-generated writing tends to lack originality. Some students feel that AI-generated text sounds generic, flat, and overly generic, and is sometimes even detected as a copy.

In indicator 4, Based on the interview results, it was found that although the use of artificial intelligence (AI) in writing has many benefits, there are also limitations felt by students, particularly in terms of understanding context and the originality of writing. This is in line with the opinion of Septi Rahayu (2023), who states that AI often produces text without a deep understanding of context or certain emotional nuances. As a result, the resulting writing may lose its authenticity or the personal

touch that is important in both academic and creative works. Some informants mentioned that AI-generated texts do not demonstrate adequate understanding of context. Additionally, the majority of respondents also highlighted that AI-generated writing tends to lack originality.

Tabel 4.40 Indicator Interview 5

No	**Indicator**	**Interview results**
5	According to (Holzmann, Anand, and Payumo 2025) Generative AI such as ChatGPT sometimes produces inaccurate or false information due to limitations in understanding specific contexts. Therefore, users should always verify the facts and information generated by the AI before using it in their writing.	9. Some informants stated that AI sometimes produces inaccurate or incorrect information during the writing process. Students realize that although AI is able to provide answers or references quickly, not all of them can be fully trusted. Some respondents experienced situations where AI provided invalid data or quotes, even fabricated ones. 10. Most students stated that they always verify the facts and information generated by AI before using them in their writing. This awareness arose from previous experiences that showed AI could provide inaccurate or irrelevant information.

Based on the interview results, it was found that although artificial intelligence (AI) such as ChatGPT is very helpful in speeding up the writing process, students remain aware of important limitations in the accuracy of the information generated. This aligns with the findings of Holzmann, Anand, and Payumo (2025), who emphasize that generative AI sometimes produces inaccurate or misleading information due to its limitations in understanding specific contexts. Therefore, users need to verify the facts and information provided by AI before using it in

academic writing. Some informants stated that AI sometimes provides inaccurate or even false information when used in the writing process.

A. DISCUSSION

1. Have students used AI in writing in the sixth semester

This study reveals that the majority of sixth-semester students have used Artificial Intelligence (AI) technology in their academic writing activities, particularly to support the writing process in English. Based on a questionnaire distributed to 88 students and interviews with several informants, it was found that: AI is used in all stages of writing: from pre-writing (brainstorming ideas and outlining), writing (composing paragraphs), revising (improving sentence structure and clarity), editing (correcting grammar and vocabulary), to publishing (compiling citations and references). The most widely used applications are ChatGPT, Grammarly, Quillbot, Gemini, and Perplexity.

This statement is also in line with Everett Rogers' (2017) Diffusion of Innovations theory, which states that This theory is relevant to this study because it explains how new ideas can be accepted by society, similar to how AI is increasingly accepted, especially in the field of education, as a means to improve cognitive abilities. In a previous study by Rahadatul Aisyi (2023), the researcher found that “The students felt that AI made their academic writing easier and more organized.” Therefore, it can be concluded that students use AI to help them with their writing.

2. The advantages of using AI tools on students' ability to develop writing.

Based on research conducted on sixth-semester students in the English Language Education Program at UIN Sjech M. Djamil Djambek Bukittinggi, it was found that the use of Artificial Intelligence (AI) provides significant benefits in developing students' writing skills. Questionnaire and interview data show that the majority of students feel the real benefits of using various AI platforms such as ChatGPT, Grammarly, Quillbot, and Gemini in their academic writing process. Students mentioned that AI helps them correct grammar errors, clarify sentence structure, and choose more appropriate and academic words. Additionally, AI provides alternatives for constructing more varied and effective sentences, making the writing more coherent and communicative.

Furthermore, the advantages of AI can also be linked to the Immediate Feedback Theory developed by Brookhart (2017). Students receive quick corrections from AI on the grammatical errors and sentence structures they create. This quick feedback is crucial in improving writing skills. “Feedback is most effective when it is given immediately and when it is specific, descriptive, and helps students take the next step.” Brookhart, (2017) AI tools like Grammarly and ChatGPT provide direct corrections and suggestions, accelerating the learning process and quickly correcting errors before they become habits. In a previous study by Amaliyah (2024), it was explained that ChatGPT increases student engagement and confidence in writing due to the responsive and interactive support

provided by AI. “Students reported that ChatGPT helped reduce writing anxiety and increase engagement.” This aligns with researchers’ findings that AI offers significant benefits.

3. The disadvantages of using AI tools on students' ability to develop writing.

The research findings indicated that while the use of Artificial Intelligence (AI) tools such as ChatGPT, Grammarly, and Quillbot offered benefits in the writing process, there were also several drawbacks reported by sixth-semester students in the English Language Education Program at UIN Sjech M. Djamil Djambek Bukittinggi. One of the main drawbacks highlighted by the students was excessive reliance on AI. Many students admitted that they tended to directly copy the AI's output without reinterpreting or paraphrasing it. As a result, their ability to develop their writing independently became weak, including in terms of critical thinking, word choice, and logical idea organization.

In Cognitive Offloading Theory, it was explained that assistive tools (such as digital technology) could reduce cognitive load, but if used excessively, they could lead to “cognitive laziness.” This meant that students no longer strived to develop ideas independently because they were overly reliant on instant answers from AI.“Excessive use of cognitive offloading tools like AI can impair internal learning processes and weaken memory retention and critical engagement.” (Risko & Gilbert, 2016)In a previous study, Safitri & Fithriani (2024) found that some students relied entirely on AI to complete writing assignments without evaluating the accuracy or critically editing the results.“Some students rely too much on

AI without validating the accuracy, which can hinder critical engagement with the content.” (Safitri & Fithriani, 2024)This research aligned with findings that students often copied results from ChatGPT without paraphrasing, which hindered independent thinking and the development of original ideas.

BAB V
CONLUSION,IMPLICATION, AND SUGGESTIONS

A. CONCLUSION

Based on the research that has been conducted on the use of artificial intelligence (AI) in improving the writing skills of sixth-semester students of the English Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi, the following conclusions are obtained:

1. The use of AI is proven to have a positive impact on the student writing process, especially. in helping students at every stage of writing, from pre-writing, drafting, revising, and editing to publishing. Students utilize various AI applications such as ChatGPT, Grammarly, QuillBot, and others to help produce writing that is neater, more effective, and in accordance with academic standards.
2. The use of AI provides benefits in terms of time efficiency and improved writing quality and helps students overcome technical obstacles such as grammar and vocabulary development. In addition, AI is also able to provide instant feedback that encourages continuous improvement in student writing.
3. This study also found the risk of using AI, which is the tendency for students to become too dependent on technology without conducting critical evaluation. This can reduce creativity, critical thinking skills, and originality in writing.

B. IMPLICATION

The implications of the research findings regarding the use of AI on the writing of sixth-semester students of the English Language Study Programt Sjech M. Djamil Djambek State Islamic University Bukittinggi. We will outline these implications for various related parties, including students, lecturers, educational institutions, and future research.

1. Theoretical Implications

   This study contributes to education theory, especially regarding the use of technology like artificial intelligence (AI) in writing. The findings indicate that AI can enhance students' writing quality, supporting constructivism theory, which highlights the importance of interaction and feedback in learning. Therefore, this study reinforces the idea that technology can effectively promote a more interactive and adaptable learning experience.

2. Practical Implications

   Practically, this study offers recommendations for teachers and schools. AI can be included in the writing curriculum to help students improve their writing skills. Teachers should receive training on how to use AI tools effectively so that students can fully benefit from this technology. Additionally, schools should consider providing broader access to AI technology so that all students can take advantage of it.

3. Implications for Future Research

   This study paves the way for more research on AI in different educational settings. Future studies could investigate the role of AI in

other language skills, like speaking and listening, as well as in various subjects. Moreover, further research can assess the effectiveness of different AI tools and how to best integrate them into the learning process.

C. SUGGESTION

Based on these conclusions, the researcher provides several suggestions addressed to students, lecturers, educational institutions, and future researchers:

1. For Students

   Students are advised to use AI wisely as a supporting medium in the writing process, especially in improving technical aspects such as grammar and sentence structure. Students are expected to continue to develop critical thinking skills and not fully rely on AI.

2. For Lecturers and Teachers

   Lecturers are expected to provide more understanding to students regarding the ethical use of AI. Lecturers can also guide students to use AI as a medium of reflection in improving the quality of writing, not as a shortcut in completing assignments.

3. For Educational Institutions

   Educational institutions can develop guidelines for the use of AI in academic activities, as well as organize training for lecturers and students regarding the productive use of AI while still upholding academic honesty.

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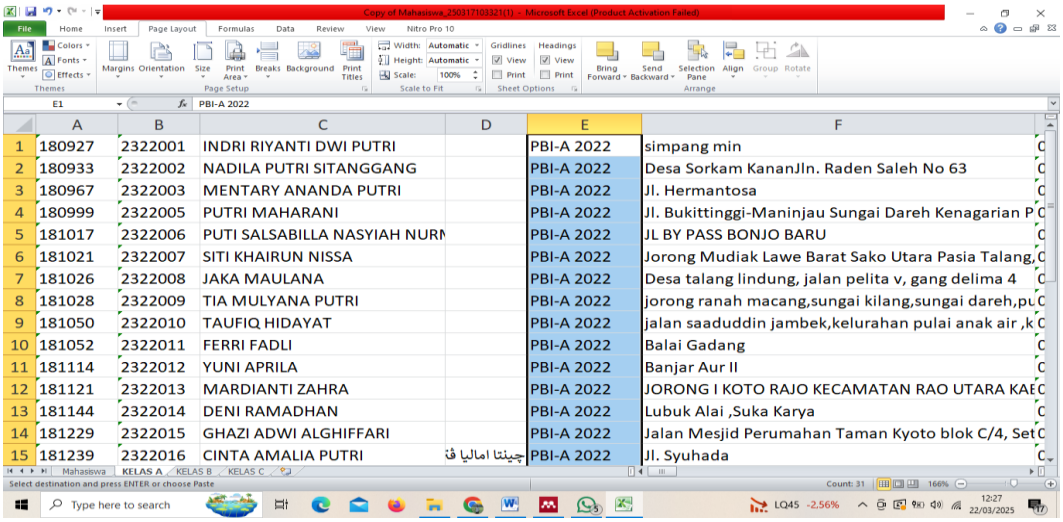
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APPENDIX

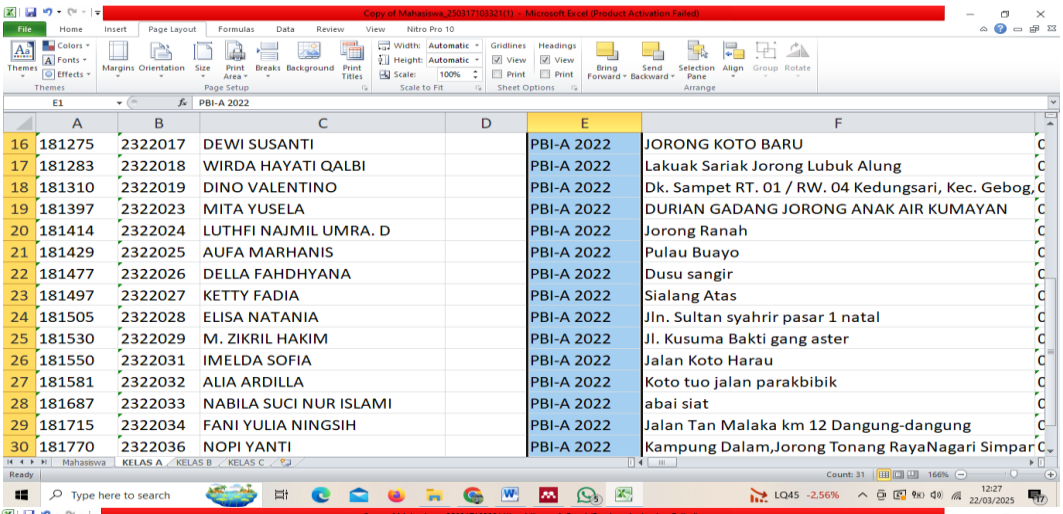
APPENDIX 1

Table of data on the number of students in semester 6

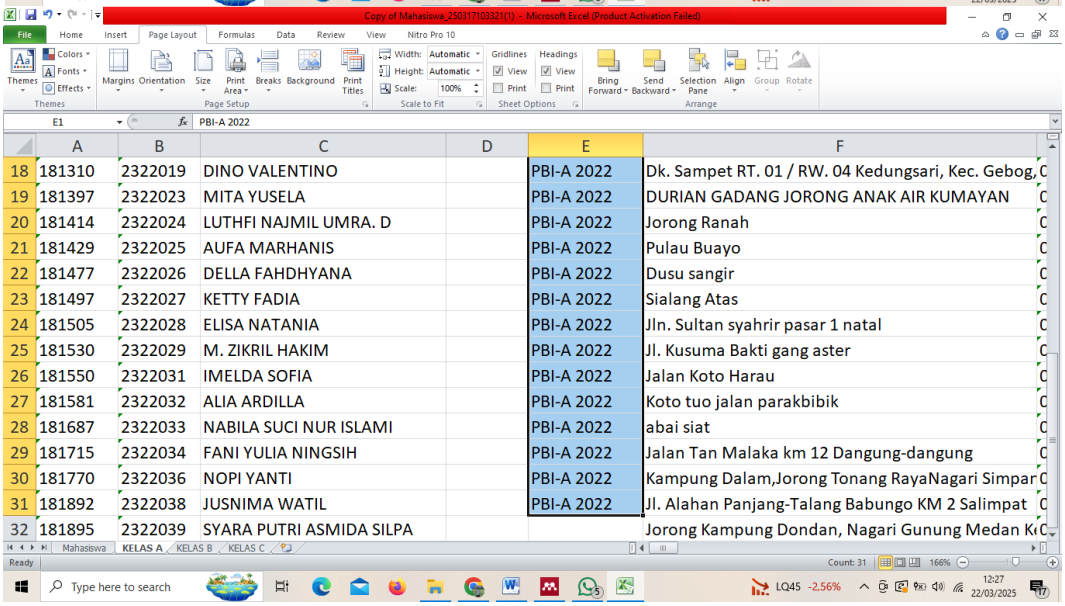
PBI 2022 A



	A	B	C	D	E	F
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2	180933	2322002	NADILA PUTRI SITANGGANG		PBI-A 2022	Desa Sorkam KananJln. Raden Saleh No 63
3	180967	2322003	MENTARY ANANDA PUTRI		PBI-A 2022	Jl. Hermantosa
4	180999	2322005	PUTRI MAHARANI		PBI-A 2022	Jl. Bukittinggi-Maninjau Sungai Dareh Kenagarian P
5	181017	2322006	PUTI SALSABILLA NASYIAH NURI		PBI-A 2022	JL BY PASS BONJO BARU
6	181021	2322007	SITI KHAIRUN NISSA		PBI-A 2022	Jorong Mudiak Lawe Barat Sako Utara Pasia Talang,
7	181026	2322008	JAKA MAULANA		PBI-A 2022	Desa talang lindung, jalan pelita v, gang delima 4
8	181028	2322009	TIA MULYANA PUTRI		PBI-A 2022	jorong ranah macang,sungai kilang,sungai dareh,pu
9	181050	2322010	TAUFIQ HIDAYAT		PBI-A 2022	jalan saaduddin jambek,kelurahan pulai anak air ,k
10	181052	2322011	FERRI FADLI		PBI-A 2022	Balai Gadang
11	181114	2322012	YUNI APRILA		PBI-A 2022	Banjar Aur II
12	181121	2322013	MARDIANTI ZAHRA		PBI-A 2022	JORONG I KOTO RAJO KECAMATAN RAO UTARA KAE
13	181144	2322014	DENI RAMADHAN		PBI-A 2022	Lubuk Alai ,Suka Karya
14	181229	2322015	GHAZI ADWI ALGHIFFARI		PBI-A 2022	Jalan Mesjid Perumahan Taman Kyoto blok C/4, Set
15	181239	2322016	CINTA AMALIA PUTRI	چينتا اماليا فُ	PBI-A 2022	Jl. Syuhada

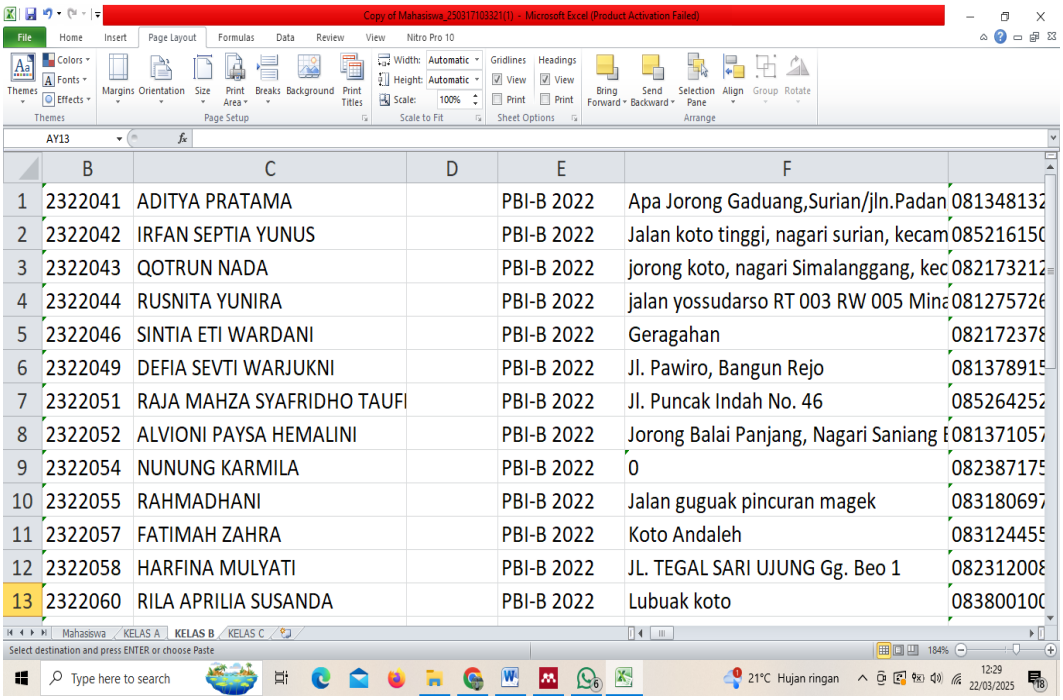


	A	B	C	D	E	F
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17	181283	2322018	WIRDA HAYATI QALBI		PBI-A 2022	Lakuak Sariak Jorong Lubuk Alung
18	181310	2322019	DINO VALENTINO		PBI-A 2022	Dk. Sampet RT. 01 / RW. 04 Kedungsari, Kec. Gebog,
19	181397	2322023	MITA YUSELA		PBI-A 2022	DURIAN GADANG JORONG ANAK AIR KUMAYAN
20	181414	2322024	LUTHFI NAJMIL UMRA. D		PBI-A 2022	Jorong Ranah
21	181429	2322025	AUFA MARHANIS		PBI-A 2022	Pulau Buayo
22	181477	2322026	DELLA FAHDHYANA		PBI-A 2022	Dusu sangir
23	181497	2322027	KETTY FADIA		PBI-A 2022	Sialang Atas
24	181505	2322028	ELISA NATANIA		PBI-A 2022	Jln. Sultan syahrir pasar 1 natal
25	181530	2322029	M. ZIKRIL HAKIM		PBI-A 2022	Jl. Kusuma Bakti gang aster
26	181550	2322031	IMELDA SOFIA		PBI-A 2022	Jalan Koto Harau
27	181581	2322032	ALIA ARDILLA		PBI-A 2022	Koto tuo jalan parakbibik
28	181687	2322033	NABILA SUCI NUR ISLAMI		PBI-A 2022	abai siat
29	181715	2322034	FANI YULIA NINGSIH		PBI-A 2022	Jalan Tan Malaka km 12 Dangung-dangung
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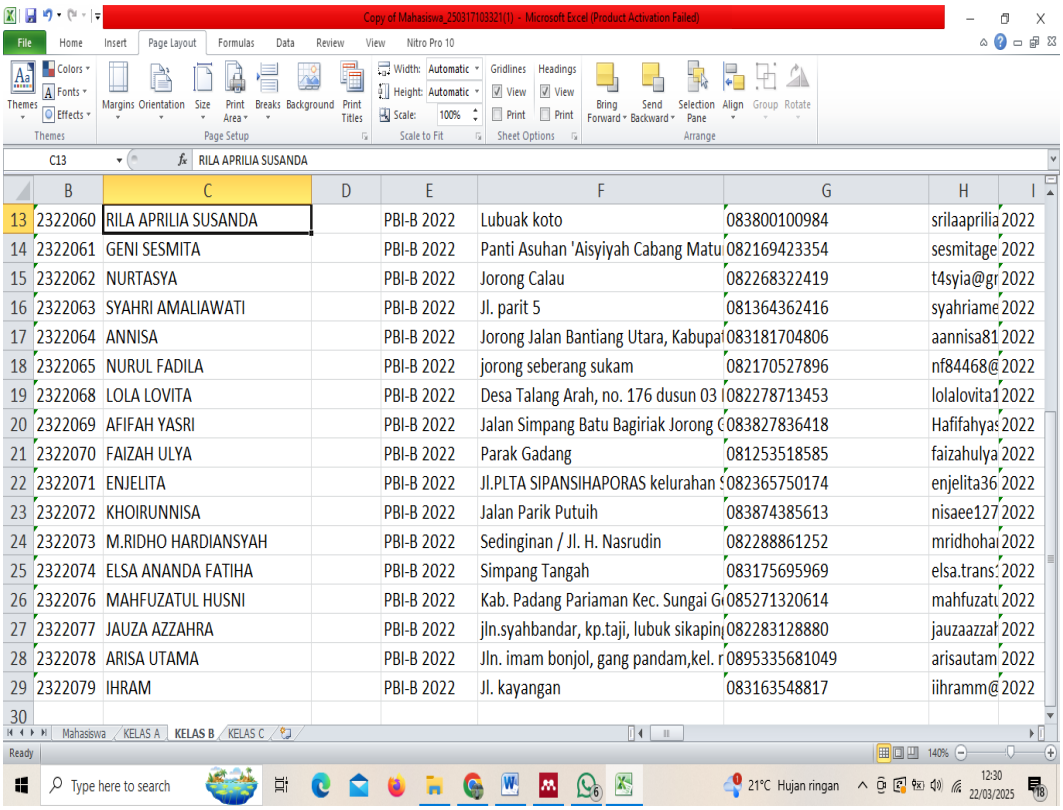


	A	B	C	D	E	F
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19	181397	2322023	MITA YUSELA		PBI-A 2022	DURIAN GADANG JORONG ANAK AIR KUMAYAN
20	181414	2322024	LUTHFI NAJMIL UMRA. D		PBI-A 2022	Jorong Ranah
21	181429	2322025	AUFA MARHANIS		PBI-A 2022	Pulau Buayo
22	181477	2322026	DELLA FAHDHYANA		PBI-A 2022	Dusu sangir
23	181497	2322027	KETTY FADIA		PBI-A 2022	Sialang Atas
24	181505	2322028	ELISA NATANIA		PBI-A 2022	Jln. Sultan syahrir pasar 1 natal
25	181530	2322029	M. ZIKRIL HAKIM		PBI-A 2022	Jl. Kusuma Bakti gang aster
26	181550	2322031	IMELDA SOFIA		PBI-A 2022	Jalan Koto Harau
27	181581	2322032	ALIA ARDILLA		PBI-A 2022	Koto tuo jalan parakbibik
28	181687	2322033	NABILA SUCI NUR ISLAMI		PBI-A 2022	abai siat
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30	181770	2322036	NOPI YANTI		PBI-A 2022	Kampung Dalam,Jorong Tonang RayaNagari Simpar
31	181892	2322038	JUSNIMA WATIL		PBI-A 2022	Jl. Alahan Panjang-Talang Babungo KM 2 Salimpat
32	181895	2322039	SYARA PUTRI ASMIDA SILPA			Jorong Kampung Dondan, Nagari Gunung Medan K

PBI 2022 B

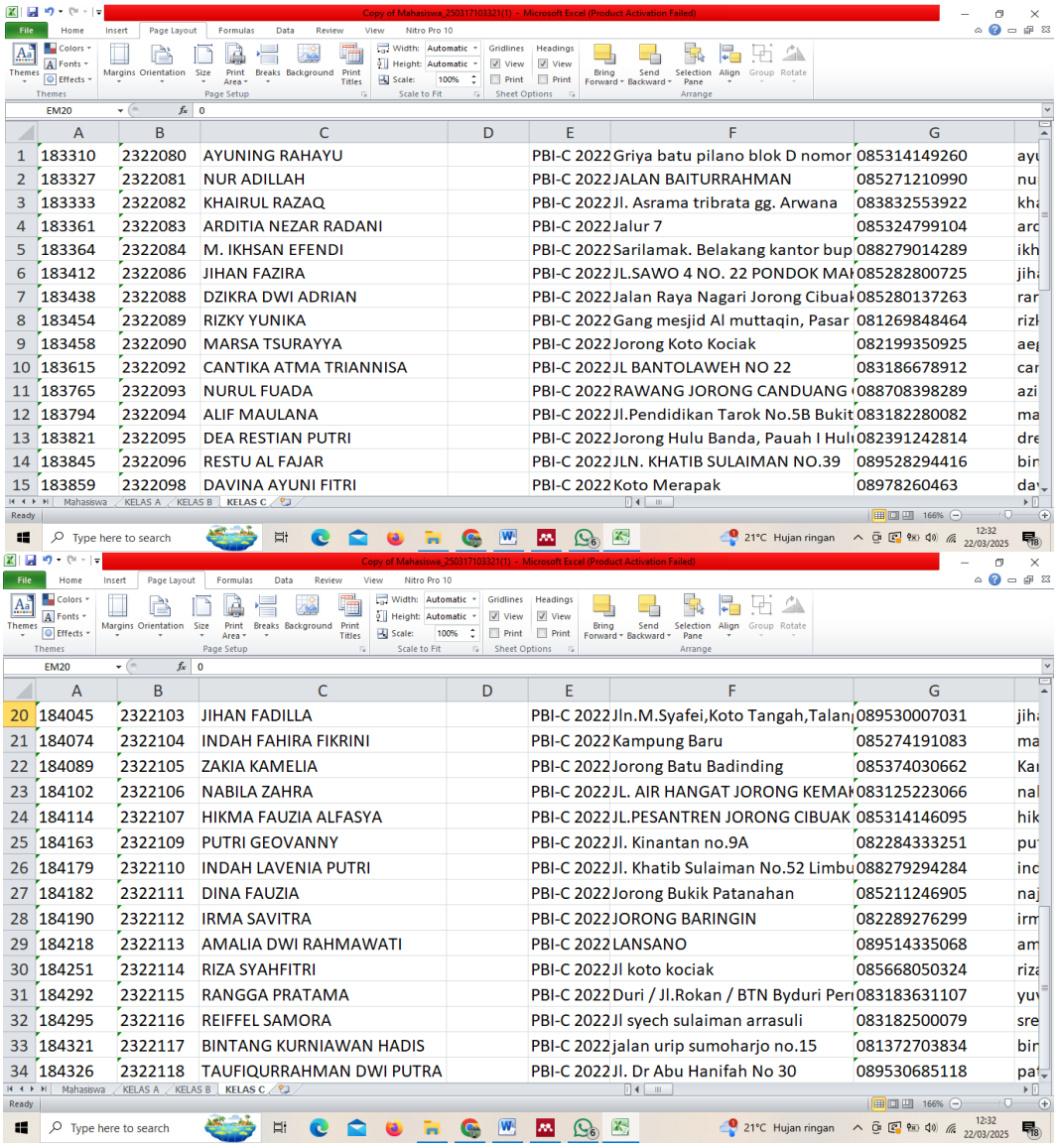


	B	C	D	E	F	
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2	2322042	IRFAN SEPTIA YUNUS		PBI-B 2022	Jalan koto tinggi, nagari surian, kecam	085216150
3	2322043	QOTRUN NADA		PBI-B 2022	jorong koto, nagari Simalanggang, kec	082173212
4	2322044	RUSNITA YUNIRA		PBI-B 2022	jalan yossudarso RT 003 RW 005 Mina	081275726
5	2322046	SINTIA ETI WARDANI		PBI-B 2022	Geragahan	082172378
6	2322049	DEFIA SEVTI WARJUKNI		PBI-B 2022	Jl. Pawiro, Bangun Rejo	081378915
7	2322051	RAJA MAHZA SYAFRIDHO TAUFI		PBI-B 2022	Jl. Puncak Indah No. 46	085264252
8	2322052	ALVIONI PAYSA HEMALINI		PBI-B 2022	Jorong Balai Panjang, Nagari Saniang E	081371057
9	2322054	NUNUNG KARMILA		PBI-B 2022	0	082387175
10	2322055	RAHMADHANI		PBI-B 2022	Jalan guguak pincuran magek	083180697
11	2322057	FATIMAH ZAHRA		PBI-B 2022	Koto Andaleh	083124455
12	2322058	HARFINA MULYATI		PBI-B 2022	JL. TEGAL SARI UJUNG Gg. Beo 1	082312008
13	2322060	RILA APRILIA SUSANDA		PBI-B 2022	Lubuak koto	083800100



	B	C	D	E	F	G	H	I
13	2322060	RILA APRILIA SUSANDA		PBI-B 2022	Lubuak koto	083800100984	srilaaprilia	2022
14	2322061	GENI SESMITA		PBI-B 2022	Panti Asuhan 'Aisyiyah Cabang Matu	082169423354	sesmitage	2022
15	2322062	NURTASYA		PBI-B 2022	Jorong Calau	082268322419	t4syia@gr	2022
16	2322063	SYAHRI AMALIAWATI		PBI-B 2022	Jl. parit 5	081364362416	syahriame	2022
17	2322064	ANNISA		PBI-B 2022	Jorong Jalan Bantiang Utara, Kabupa	083181704806	aannisa81	2022
18	2322065	NURUL FADILA		PBI-B 2022	jorong seberang sukam	082170527896	nf84468@	2022
19	2322068	LOLA LOVITA		PBI-B 2022	Desa Talang Arah, no. 176 dusun 03	082278713453	lolalovita1	2022
20	2322069	AFIFAH YASRI		PBI-B 2022	Jalan Simpang Batu Bagiriak Jorong C	083827836418	Hafifahya	2022
21	2322070	FAIZAH ULYA		PBI-B 2022	Parak Gadang	081253518585	faizahulya	2022
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24	2322073	M.RIDHO HARDIANSYAH		PBI-B 2022	Sedinginan / Jl. H. Nasrudin	082288861252	mridhohai	2022
25	2322074	ELSA ANANDA FATIHA		PBI-B 2022	Simpang Tangah	083175695969	elsa.trans	2022
26	2322076	MAHFUZATUL HUSNI		PBI-B 2022	Kab. Padang Pariaman Kec. Sungai G	085271320614	mahfuzatu	2022
27	2322077	JAUZA AZZAHRA		PBI-B 2022	jln.syahbandar, kp.taji, lubuk sikapin	082283128880	jauzaazzah	2022
28	2322078	ARISA UTAMA		PBI-B 2022	Jln. imam bonjol, gang pandam,kel. r	0895335681049	arisautam	2022
29	2322079	IHRAM		PBI-B 2022	Jl. kayangan	083163548817	iihramm@	2022

PBI 2022 C



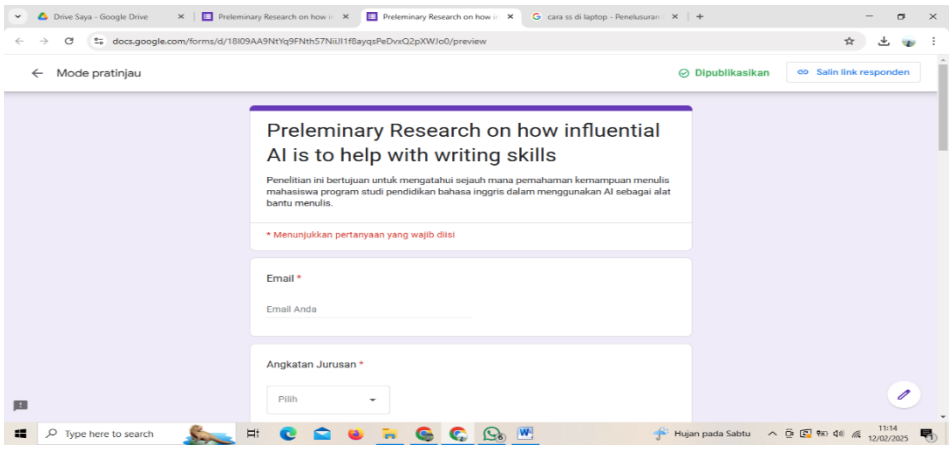
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3	183333	2322082	KHAIRUL RAZAQ		PBI-C 2022	Jl. Asrama tribrata gg. Arwana	083832553922
4	183361	2322083	ARDITIA NEZAR RADANI		PBI-C 2022	Jalur 7	085324799104
5	183364	2322084	M. IKHSAN EFENDI		PBI-C 2022	Sarilamak. Belakang kantor bup	088279014289
6	183412	2322086	JIHAN FAZIRA		PBI-C 2022	JL.SAWO 4 NO. 22 PONDOK MAI	085282800725
7	183438	2322088	DZIKRA DWI ADRIAN		PBI-C 2022	Jalan Raya Nagari Jorong Cibual	085280137263
8	183454	2322089	RIZKY YUNIKA		PBI-C 2022	Gang mesjid Al muttaqin, Pasar	081269848464
9	183458	2322090	MARSA TSURAYYA		PBI-C 2022	Jorong Koto Kociak	082199350925
10	183615	2322092	CANTIKA ATMA TRIANNISA		PBI-C 2022	JL BANTOLAWEH NO 22	083186678912
11	183765	2322093	NURUL FUADA		PBI-C 2022	RAWANG JORONG CANDUANG	088708398289
12	183794	2322094	ALIF MAULANA		PBI-C 2022	Jl.Pendidikan Tarok No.5B Bukit	083182280082
13	183821	2322095	DEA RESTIAN PUTRI		PBI-C 2022	Jorong Hulu Banda, Pauah I Hul	082391242814
14	183845	2322096	RESTU AL FAJAR		PBI-C 2022	JLN. KHATIB SULAIMAN NO.39	089528294416
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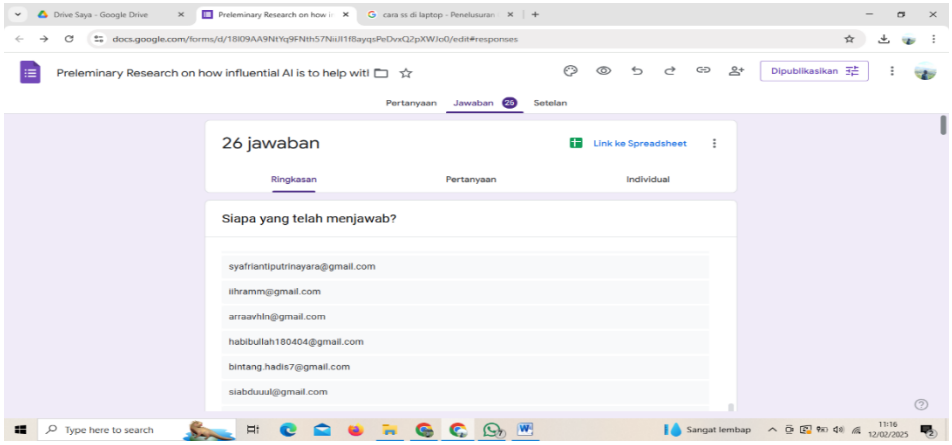
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21	184074	2322104	INDAH FAHIRA FIKRINI		PBI-C 2022	Kampung Baru	085274191083
22	184089	2322105	ZAKIA KAMELIA		PBI-C 2022	Jorong Batu Badinding	085374030662
23	184102	2322106	NABILA ZAHRA		PBI-C 2022	JL. AIR HANGAT JORONG KEMA	083125223066
24	184114	2322107	HIKMA FAUZIA ALFASYA		PBI-C 2022	JL.PESANTREN JORONG CIBUAK	085314146095
25	184163	2322109	PUTRI GEOVANNY		PBI-C 2022	Jl. Kinantan no.9A	082284333251
26	184179	2322110	INDAH LAVENIA PUTRI		PBI-C 2022	Jl. Khatib Sulaiman No.52 Limbu	088279294284
27	184182	2322111	DINA FAUZIA		PBI-C 2022	Jorong Bukik Patanahan	085211246905
28	184190	2322112	IRMA SAVITRA		PBI-C 2022	JORONG BARINGIN	082289276299
29	184218	2322113	AMALIA DWI RAHMAWATI		PBI-C 2022	LANSANO	089514335068
30	184251	2322114	RIZA SYAHFITRI		PBI-C 2022	Jl koto kociak	085668050324
31	184292	2322115	RANGGA PRATAMA		PBI-C 2022	Duri / Jl.Rokan / BTN Byduri Per	083183631107
32	184295	2322116	REIFFEL SAMORA		PBI-C 2022	Jl syech sulaiman arrasuli	083182500079
33	184321	2322117	BINTANG KURNIAWAN HADIS		PBI-C 2022	jalan urip sumoharjo no.15	081372703834
34	184326	2322118	TAUFIQURRAHMAN DWI PUTRA		PBI-C 2022	Jl. Dr Abu Hanifah No 30	089530685118

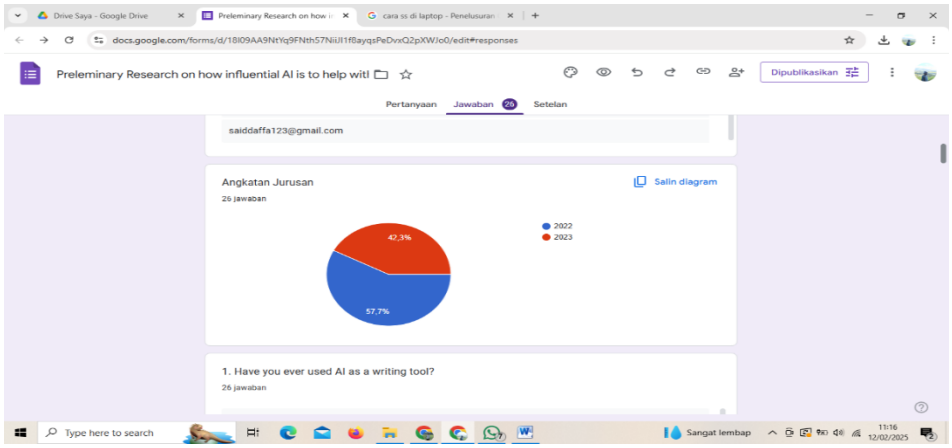
APPENDIX 2

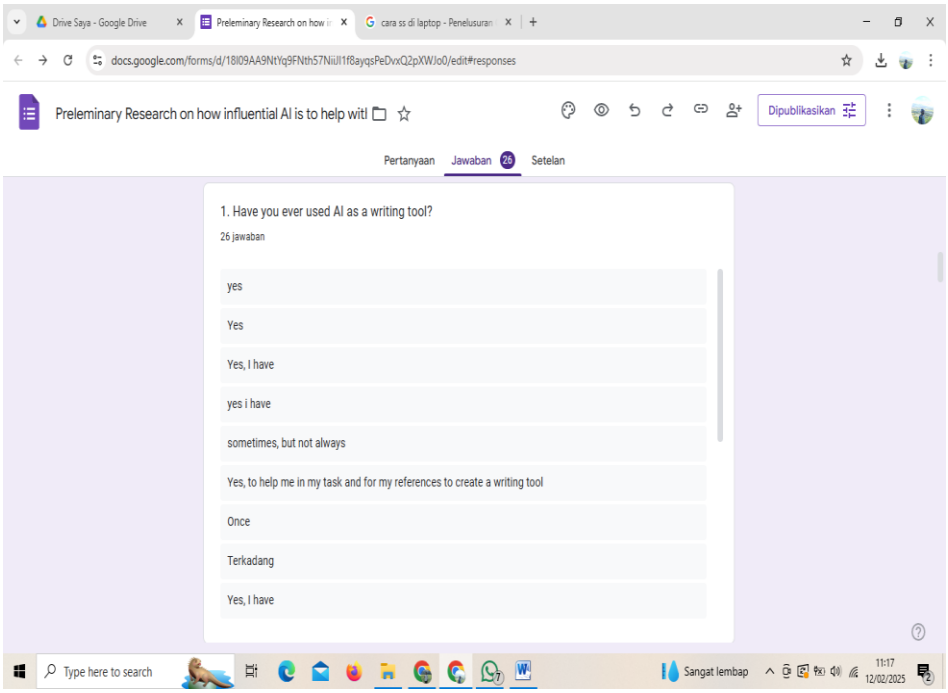
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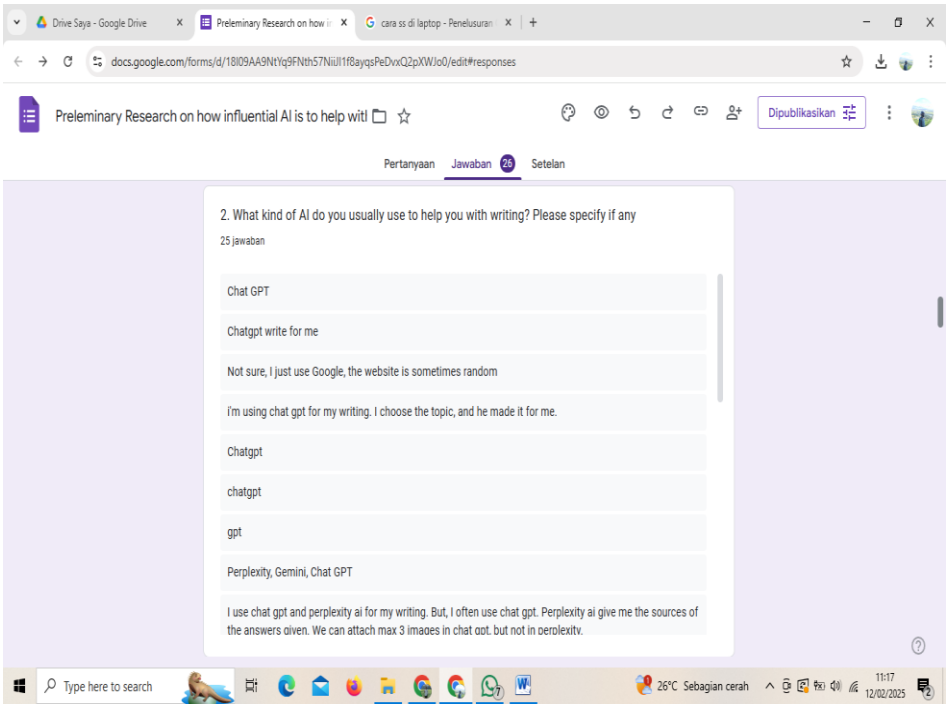
A. Hasil Questionnaire dari Google Form yang disebarkan

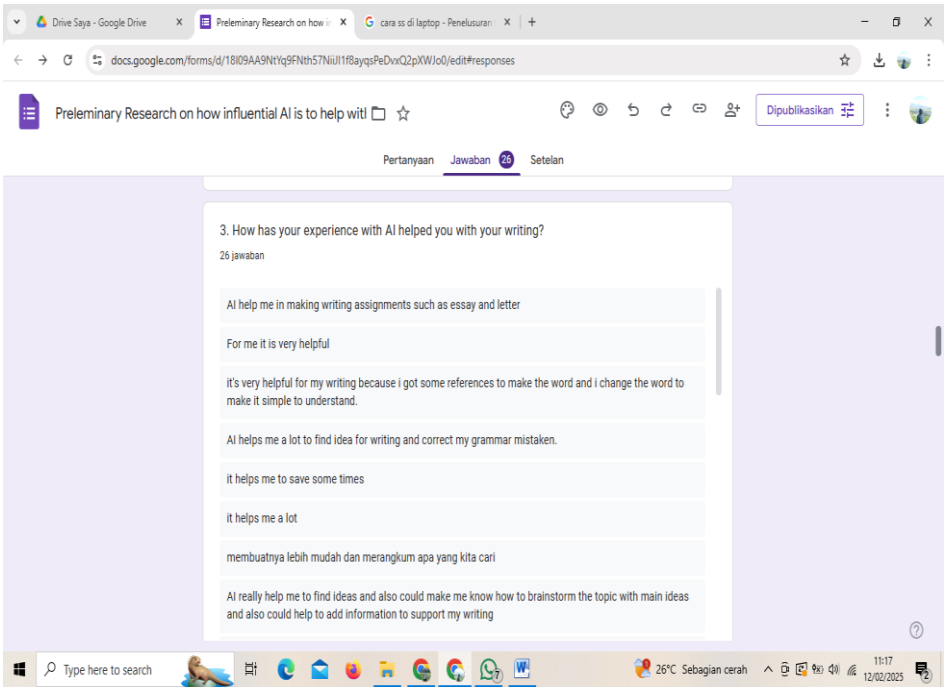


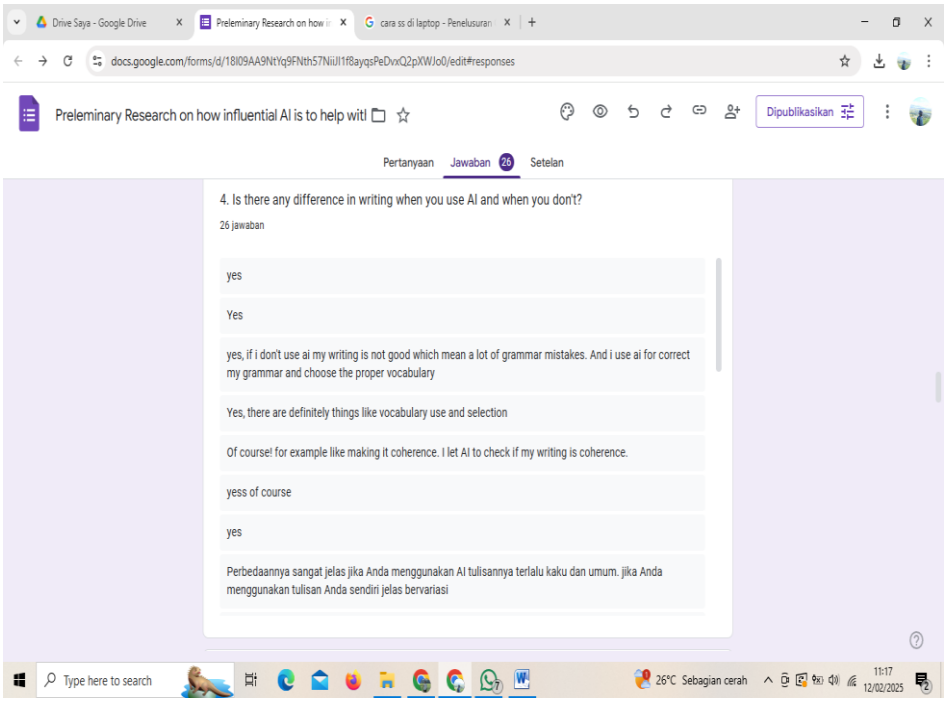


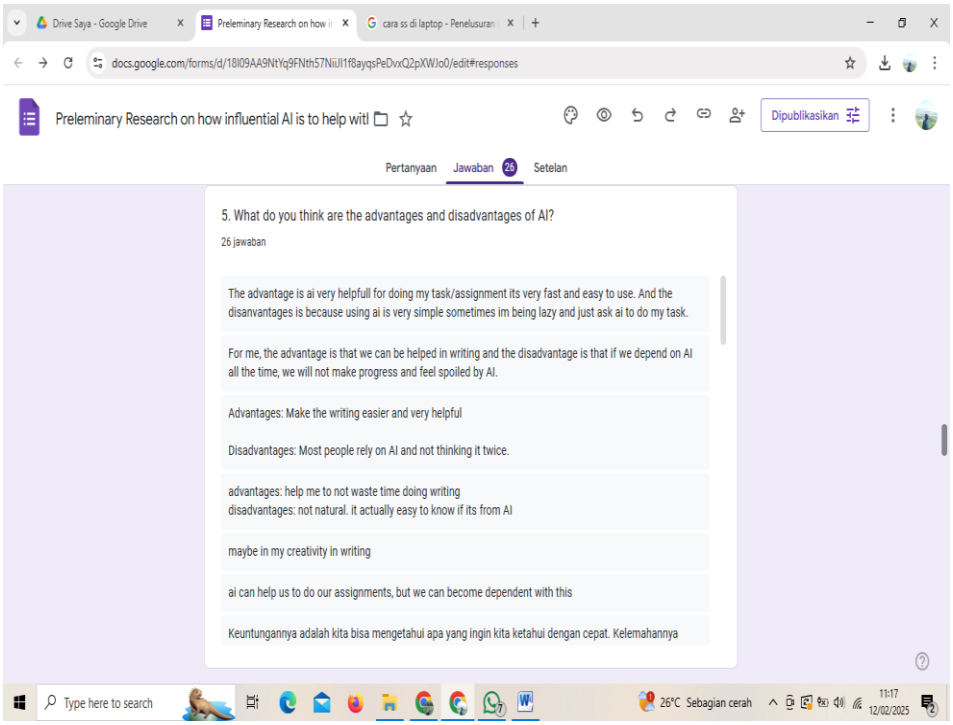


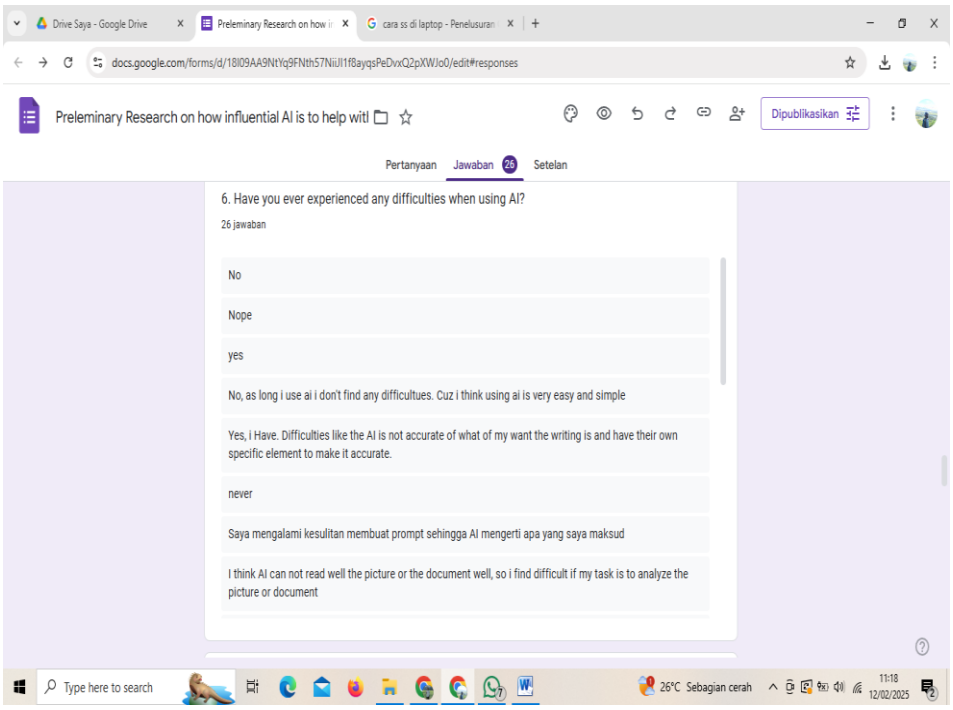

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Pertanyaan
Jawaban 26
Setelan
1. Have you ever used AI as a writing tool?
26 jawaban
yes
Yes
Yes, I have
yes i have
sometimes, but not always
Yes, to help me in my task and for my references to create a writing tool
Once
Terkadang
Yes, I have
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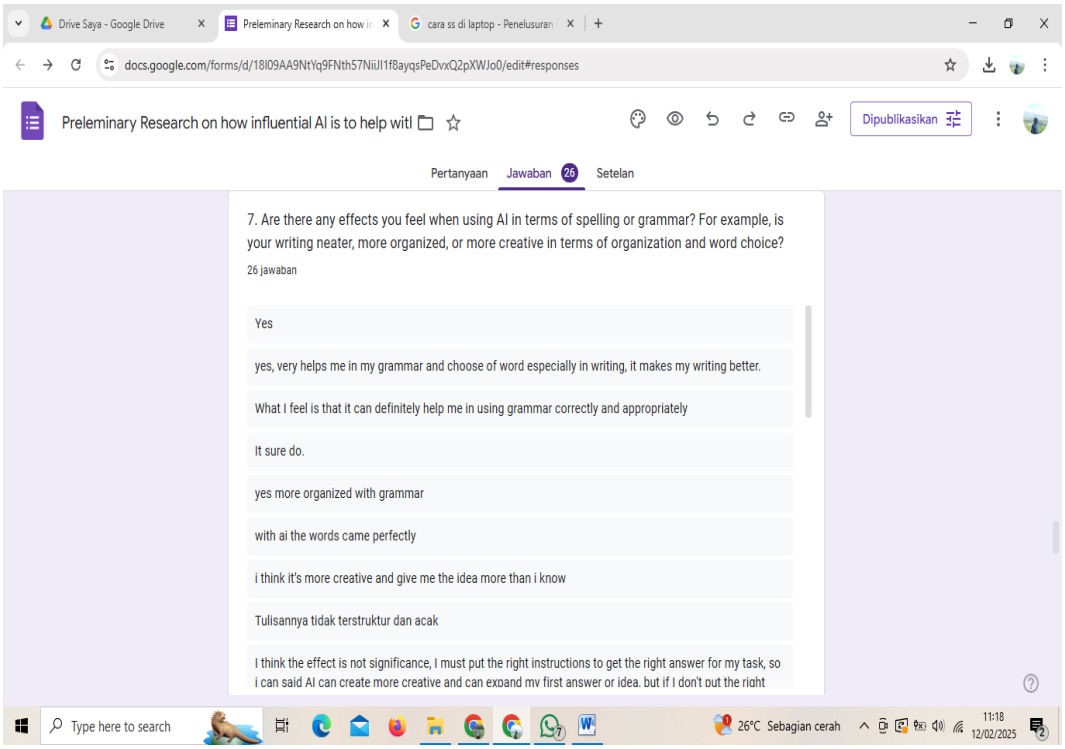

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Pertanyaan
Jawaban 25
Setelan
2. What kind of AI do you usually use to help you with writing? Please specify if any
25 jawaban
Chat GPT
Chatgpt write for me
Not sure, I just use Google, the website is sometimes random
i'm using chat gpt for my writing. I choose the topic, and he made it for me.
Chatgpt
chatgpt
gpt
Perplexity, Gemini, Chat GPT
I use chat gpt and perplexity ai for my writing. But, I often use chat gpt. Perplexity ai give me the sources of the answers given. We can attach max 3 images in chat gpt, but not in perplexity.
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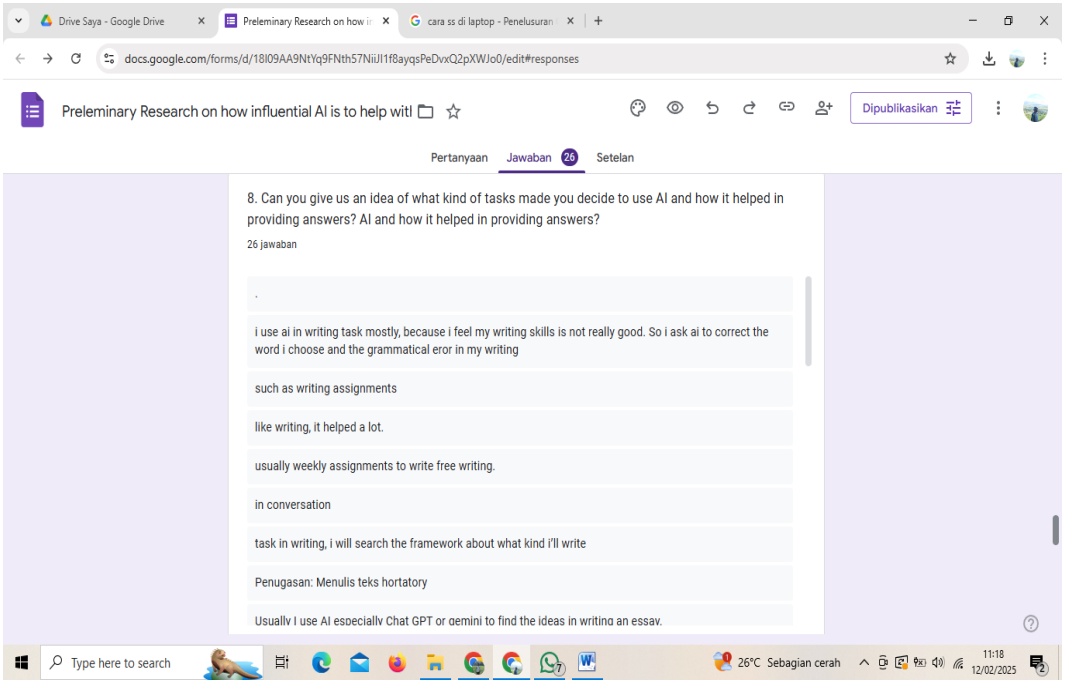

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Pertanyaan
Jawaban 26
Setelan
3. How has your experience with AI helped you with your writing?
26 jawaban
AI help me in making writing assignments such as essay and letter
For me it is very helpful
it's very helpful for my writing because i got some references to make the word and i change the word to make it simple to understand.
AI helps me a lot to find idea for writing and correct my grammar mistaken.
it helps me to save some times
it helps me a lot
membuatnya lebih mudah dan merangkum apa yang kita cari
AI really help me to find ideas and also could make me know how to brainstorm the topic with main ideas and also could help to add information to support my writing
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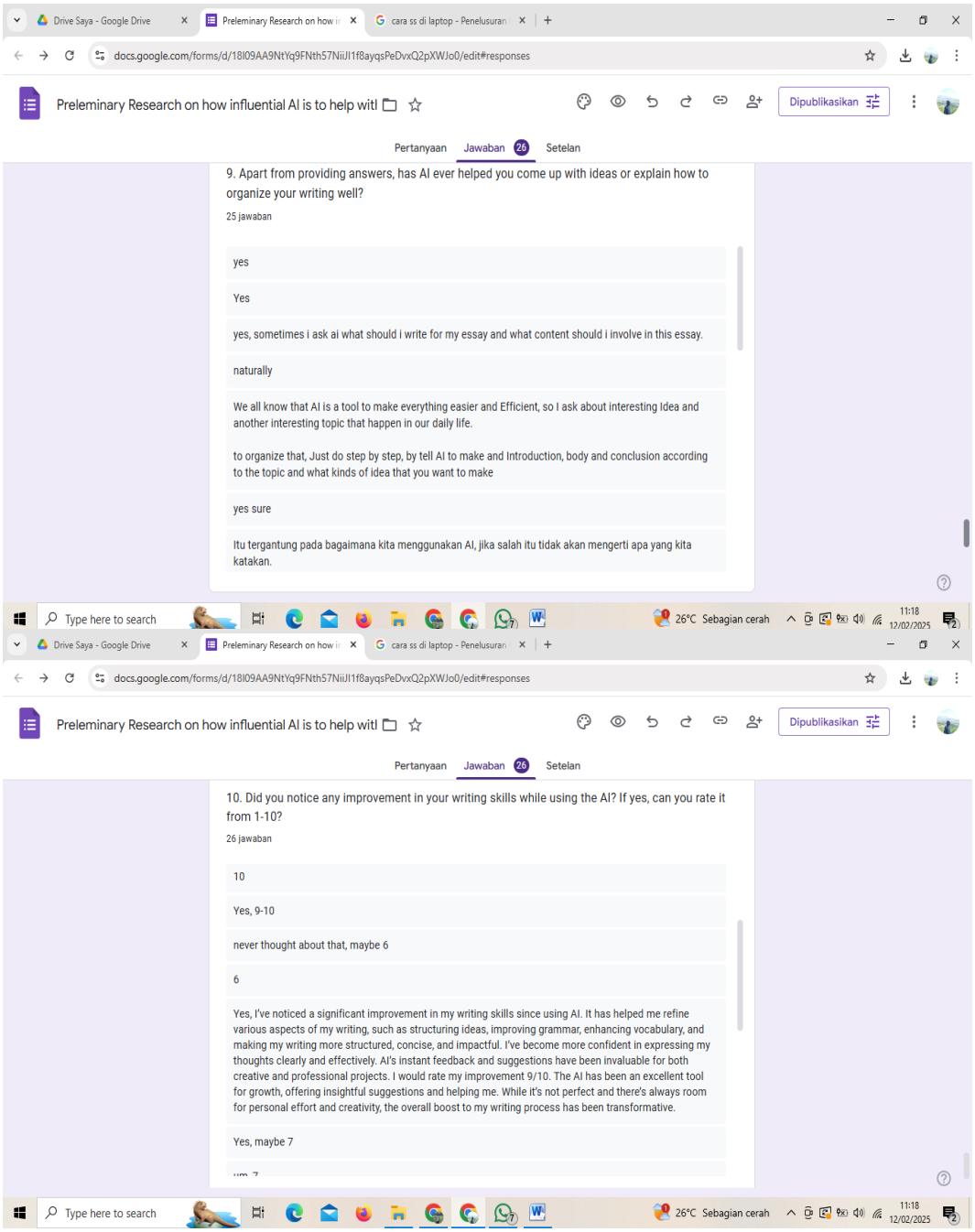

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Pertanyaan
Jawaban 26
Setelan
4. Is there any difference in writing when you use AI and when you don't?
26 jawaban
yes
Yes
yes, if i don't use ai my writing is not good which mean a lot of grammar mistakes. And i use ai for correct my grammar and choose the proper vocabulary
Yes, there are definitely things like vocabulary use and selection
Of course! for example like making it coherence. I let AI to check if my writing is coherence.
yess of course
yes
Perbedaannya sangat jelas jika Anda menggunakan AI tulisannya terlalu kaku dan umum. jika Anda menggunakan tulisan Anda sendiri jelas bervariasi
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Pertanyaan
Jawaban 26
Setelan
5. What do you think are the advantages and disadvantages of AI?
26 jawaban
The advantage is ai very helpfull for doing my task/assignment its very fast and easy to use. And the disanvantages is because using ai is very simple sometimes im being lazy and just ask ai to do my task.
For me, the advantage is that we can be helped in writing and the disadvantage is that if we depend on AI all the time, we will not make progress and feel spoiled by AI.
Advantages: Make the writing easier and very helpful
Disadvantages: Most people rely on AI and not thinking it twice.
advantages: help me to not waste time doing writing
disadvantages: not natural. it actually easy to know if its from AI
maybe in my creativity in writing
ai can help us to do our assignments, but we can become dependent with this
Keuntungannya adalah kita bisa mengetahui apa yang ingin kita ketahui dengan cepat. Kelemahannya
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Pertanyaan
Jawaban 26
Setelan
6. Have you ever experienced any difficulties when using AI?
26 jawaban
No
Nope
yes
No, as long i use ai i don't find any difficultues. Cuz i think using ai is very easy and simple
Yes, i Have. Difficulties like the AI is not accurate of what of my want the writing is and have their own specific element to make it accurate.
never
Saya mengalami kesulitan membuat prompt sehingga AI mengerti apa yang saya maksud
I think AI can not read well the picture or the document well, so i find difficult if my task is to analyze the picture or document
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Pertanyaan
Jawaban 26
Setelan
7. Are there any effects you feel when using AI in terms of spelling or grammar? For example, is your writing neater, more organized, or more creative in terms of organization and word choice?
26 jawaban
Yes
yes, very helps me in my grammar and choose of word especially in writing, it makes my writing better.
What I feel is that it can definitely help me in using grammar correctly and appropriately
It sure do.
yes more organized with grammar
with ai the words came perfectly
i think it's more creative and give me the idea more than i know
Tulisannya tidak terstruktur dan acak
I think the effect is not significance, I must put the right instructions to get the right answer for my task, so
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Pertanyaan
Jawaban 26
Setelan
8. Can you give us an idea of what kind of tasks made you decide to use AI and how it helped in providing answers? AI and how it helped in providing answers?
26 jawaban
.
i use ai in writing task mostly, because i feel my writing skills is not really good. So i ask ai to correct the word i choose and the grammatical eror in my writing
such as writing assignments
like writing, it helped a lot.
usually weekly assignments to write free writing.
in conversation
task in writing, i will search the framework about what kind i'll write
Penugasan: Menulis teks hortatory
Usually I use AI especially Chat GPT or gemini to find the ideas in writing an essay.
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Pertanyaan
Jawaban 26
Setelan
9. Apart from providing answers, has AI ever helped you come up with ideas or explain how to organize your writing well?
25 jawaban
yes
Yes
yes, sometimes i ask ai what should i write for my essay and what content should i involve in this essay.
naturally
We all know that AI is a tool to make everything easier and Efficient, so I ask about interesting Idea and another interesting topic that happen in our daily life.
to organize that, Just do step by step, by tell AI to make and Introduction, body and conclusion according to the topic and what kinds of idea that you want to make
yes sure
Itu tergantung pada bagaimana kita menggunakan AI, jika salah itu tidak akan mengerti apa yang kita katakan.
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Pertanyaan
Jawaban 26
Setelan
10. Did you notice any improvement in your writing skills while using the AI? If yes, can you rate it from 1-10?
26 jawaban
10
Yes, 9-10
never thought about that, maybe 6
6
Yes, I've noticed a significant improvement in my writing skills since using AI. It has helped me refine various aspects of my writing, such as structuring ideas, improving grammar, enhancing vocabulary, and making my writing more structured, concise, and impactful. I've become more confident in expressing my thoughts clearly and effectively. AI's instant feedback and suggestions have been invaluable for both creative and professional projects. I would rate my improvement 9/10. The AI has been an excellent tool for growth, offering insightful suggestions and helping me. While it's not perfect and there's always room for personal effort and creativity, the overall boost to my writing process has been transformative.
Yes, maybe 7
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APPENDIX 3

DOCUMENTATION OF PRELEMINARY RESEARCH

- Wawancara with Ms. Lena Sastri M.Pd
  5 Februari 2025



- Wawancara with Mr. Syahrul M.Pd
  6 Februari 2025



PEDOMAN WAWANCARA PRELEMINARY RESEARACH
DOSEN (LIST PERTANYAAN)
5-6 Februari 2025

No	Questionnaire
1.	Can you tell me about your experience teaching writing course at the class?
2.	In recent years ,have you noticed any changes in the way students write due to technological developments especially AI?
3.	Have you ever involved the use of AI in your writing lessons before? at the class?
4.	In your opinion, what role does AI play in helping students improve their writing skills?
5.	In your opinion, what are the advantages and disadvantages os using AI in learning writing?
6.	What is your perspective on the use of AI in academic writing? Should it the seen as an assistive tool or a form of plagiarism?
7.	How do you educate students to use AI ethically in their writing process?
8.	How important is the lecturer's role in guiding students to avoid over – reliance on AI in their writing process?
9.	How do you see the future of writing education with the rapid advancement of AI?
10.	How do you hope students can balance the use of AI and their own writing abilities?

APPENDIX 4

RESEARCH GUIDELINE

Variable	Indicator	Data Collection	Item Number
THE USE OF AI TOWARD STUDENT'S WRITING	According to (Taib et al. 2024) In the pre-writing stage, tools such as ChatGPT are used to brainstorm topics and draft an outline. The main challenge lies in ethically integrating AI to maintain originality. AI's ability to provide structural guidance for designing outlines, determining key points, and saving research time through literature recommendations.	Questionnaire	**1-5**
	From (Hasrianti 2021) confirms that artificial intelligence can serve as an invaluable tool in the academic writing process. With the ability to analyse and correct writing errors efficiently, AI not only improves the quality of writing but also supports the development of students' writing skills. However, it is important to use this		**6-10**

	technology judiciously so as not to reduce the independence and creativity of the writer.		
	According to (Lestari and Fitria 2025) The research shows that many students use AI to get word or phrase suggestions that can improve the quality of their writing. AI helps in providing constructive feedback, allowing students to correct mistakes and refine their arguments.		**11-15**
	According to (Song and Song 2023) They found that the use of AI tools enabled authors to produce initial drafts quickly, perform data analyses, and manage citations more efficiently.		**16-20**

Indicator Interview Advantages of AI	According to(Abbas 2023) AI can also assist students in choosing more appropriate words, constructing sentences in a more professional style, and providing advice on how to make stronger and more convincing.	**Interview**	**1-2**

	According (Abbas 2023) AI can automate routine and time-consuming tasks, such as plagiarism checking, bibliography preparation, and revision of writing(Abbas 2023). This allows students to focus on the more creative and analytical aspects of their writing, such as developing ideas, structuring arguments, and conducting research.		**3-4**
	According to (Manuel, Aini, and Agustina 2023) AI-based adaptive learning systems are able to adjust feedback and task difficulty levels based on students' individual needs and progress.		**5-6**
Indicator Interview Disadvantages of AI	According to (Septi Rahayu 2023) AI often produces texts without a deep understanding of context or specific emotional nuances. This can cause the writing to lack originality or lose the personal touch that is important in academic or creative work..		**7-8**

	Artificial intelligence (AI) According to (Holzmann, Anand, and Payumo 2025) Generative AI such as ChatGPT sometimes produces inaccurate or false information due to limitations in understanding specific contexts. Therefore, users should always verify the facts and information generated by the AI before using it in their writing.		**9-10**

APPENDIX 5

QUESTIONNAIRE GUIDELINES

Variable	Indicator	Data Collection
THE USE OF AI TOWARD STUDENT'S WRITING	According to (Taib et al. 2024) In the pre-writing stage, tools such as Chat-GPT are used to brainstorm topics and draft an outline. The main challenge lies in ethically integrating AI to maintain originality. AI's ability to provide structural guidance for designing outlines, determining key points, and saving research time through literature recommendations.	1. I used AI tools like ChatGPT, Blackboox AI and so forth to brainstorm topics before writing. 2. AI tools help me to create outline for my writing. 3. AI tools helped me to determine key points in my writing. 4. AI tools helped me save time in finding references or reviewing literatures. 5. I had difficulty maintaining the originality of my writing when I used AI tools in the pre-writing stage.
	From (Hasrianti 2021) confirms that artificial intelligence can serve as an invaluable tool in the academic writing process. With the ability to analyze and correct writing errors efficiently, AI not	6. AI tools helped improve the grammar in my academic writing. 7. AI tools helped detect and fix writing mistakes quickly and accurately. 8. AI tools has improved the overall quality of my academic writing. 9. The use of AI tools contributed to the improvement of my writing

	only improves the quality of writing but also supports the development of students' writing skills. However, it is important to use this technology judiciously so as not to reduce the independence and creativity of the writer.	skills as a student. 10. When I used AI tools, I was able to maintain both creativity and independence in my writing.
	According to (Lestari and Fitria 2025) The research shows that many students use AI to get word or phrase suggestions that can improve the quality of their writing. AI helps in providing constructive feedback, allowing students to correct mistakes and refine their arguments.	11. I used AI tools to get word and phrase suggestions that helped improve the quality of my writing. 12. I used AI tools that provided feedback on the clarity of style and diction in my writing. 13. I used AI tools that provided suggestions to improve my writing, and these tools helped me identify and correct mistakes. 14. AI tools helped me improve and clarify the arguments in my academic writing. 15. I felt that the quality of my writing improved with the help of AI tools.
	According to (Song and Song 2023) They found that the use of	16. AI tools helped me generate ideas when I started writing my thesis.

	AI tools enabled authors to produce initial drafts quickly, perform data analyses, and manage citations more efficiently.	17. I used AI tools to organize the structure of my first thesis draft 18. AI tools made me easier for me to begin writing my thesis. 19. Overall, the use of AI tools sped up my writing process. 20. I used AI tools to make me easier for me to manage citations and references

Source: Taib et al.(2024), Hasrianti (2021), Lestari and Fitria (2025) & Song and Song (2023)

APPENDIX 6 : QUESTIONNAIRE

PERSONAL DATA

NAME	**:**	
NIM	**:**	

A. Purpose

This questionnaire aims to explore students' perceptions, experiences, and attitudes towards the use of artificial intelligence (AI) tools (e.g., ChatGPT, Grammarly, Blackbox AI, Paraphrase AI and so forth) in academic writing.

B. Instructions For Use

1. Please complete this questionnaire by rating the relevance and clarity according to your level of agreement with the statements. Your response will be very helpful in obtaining data for my thesis. Please choose the answer that suit your experiences.
2. Please put a checklist (V) on the rating scale that is considered appropriate. The assessment of the questionnaire use items ordinal scale (Likert scale) with four levels of alternative answer scales.

   1 : Strongly Disagree (SD)

   2 : Disagree (D)

   3 : Agree (A)

   4 : Strongly Agree (SA)

C. Questions

Numbers	**STATEMENTS**	**Rating Scales**			
		SD	**D**	**A**	**SA**
1	I used AI tools like ChatGPT, Blackboox AI and so forth to brainstorm topics before writing.				
2	AI tools help me to create outline for my writing.				

3	AI tools helped me to determine key points in my writing.				
4	AI tools helped me save time in finding references or reviewing literatures.				
5	I had difficulty maintaining the originality of my writing when I used AI tools in the pre-writing stage.				
6	AI tools helped improve the grammar in my academic writing.				
7	AI tools helped detect and fix writing mistakes quickly and accurately.				
8	AI tools improved the overall quality of my academic writing.				
9	The use of AI tools contributed to the improvement of my writing skills as a student.				
10	When I used AI tools, I was able to maintain both creativity and independence in my writing.				
11	I used AI tools to get word and phrase suggestions that helped improve the quality of my writing.				
12	I used AI tools that provided feedback on the clarity of style and diction in my writing.				
13	I used AI tools that provided suggestions to improve my writing, and these tools helped me identify and correct mistakes.				
14	AI tools helped me improve and clarify the arguments in my academic writing.				
15	I felt that the quality of my writing improved with the help of AI tools.				

16	AI tools helped me generate ideas when I started writing my thesis.				
17	I used AI tools to organize the structure of my first thesis draft.				
18	AI tools made me easier for me to begin writing my thesis.				
19	Overall, the use of AI tools accelerated my writing process.				
20	I used AI tools to make me easier for me to manage citations and references.				

Source: Taib et al.(2024), Hasrianti (2021), Lestari and Fitria (2025) & Song and Song (2023)

APPENDIX 7

INTERVIEW GUIDELINE

Interview Sheet for Students

Indicator Interview Advantages of AI	According to(Abbas 2023) AI can also assist students in choosing more appropriate words, constructing sentences in a more professional style, and providing advice on how to make stronger and more convincing.	**1-2**
	According (Abbas 2023) AI can automate routine and time-consuming tasks, such as plagiarism checking, bibliography preparation, and revision of writing(Abbas 2023). This allows students to focus on the more creative and analytical aspects of their writing, such as developing ideas, structuring arguments, and conducting research.	**3-4**
	According to (Manuel, Aini, and Agustina 2023) AI-based adaptive learning systems are able to adjust feedback and task difficulty levels based on students' individual needs and progress.	**5-6**
Indicator Interview Disadvantages of AI	According to (Septi Rahayu 2023) AI often produces texts without a deep understanding of context or specific emotional nuances. This can cause the writing to lack originality or lose the personal touch that is important in academic or creative work..	**7-8**
	Artificial intelligence (AI) According to (Holzmann, Anand, and Payumo 2025) Generative AI such as ChatGPT sometimes produces inaccurate or false	**9-10**

	information due to limitations in understanding specific contexts. Therefore, users should always verify the facts and information generated by the AI before using it in their writing.	

Source: Abbas (2023), Manuel, Aini, and Agustina (2023), Septi Rahayu (2023) & Holzmann, Anand, and Payumo (2025)

APPENDIX 8

INSTRUMENTS FOR INTERVIEWING STUDENTS

Day / date :

Student's name :

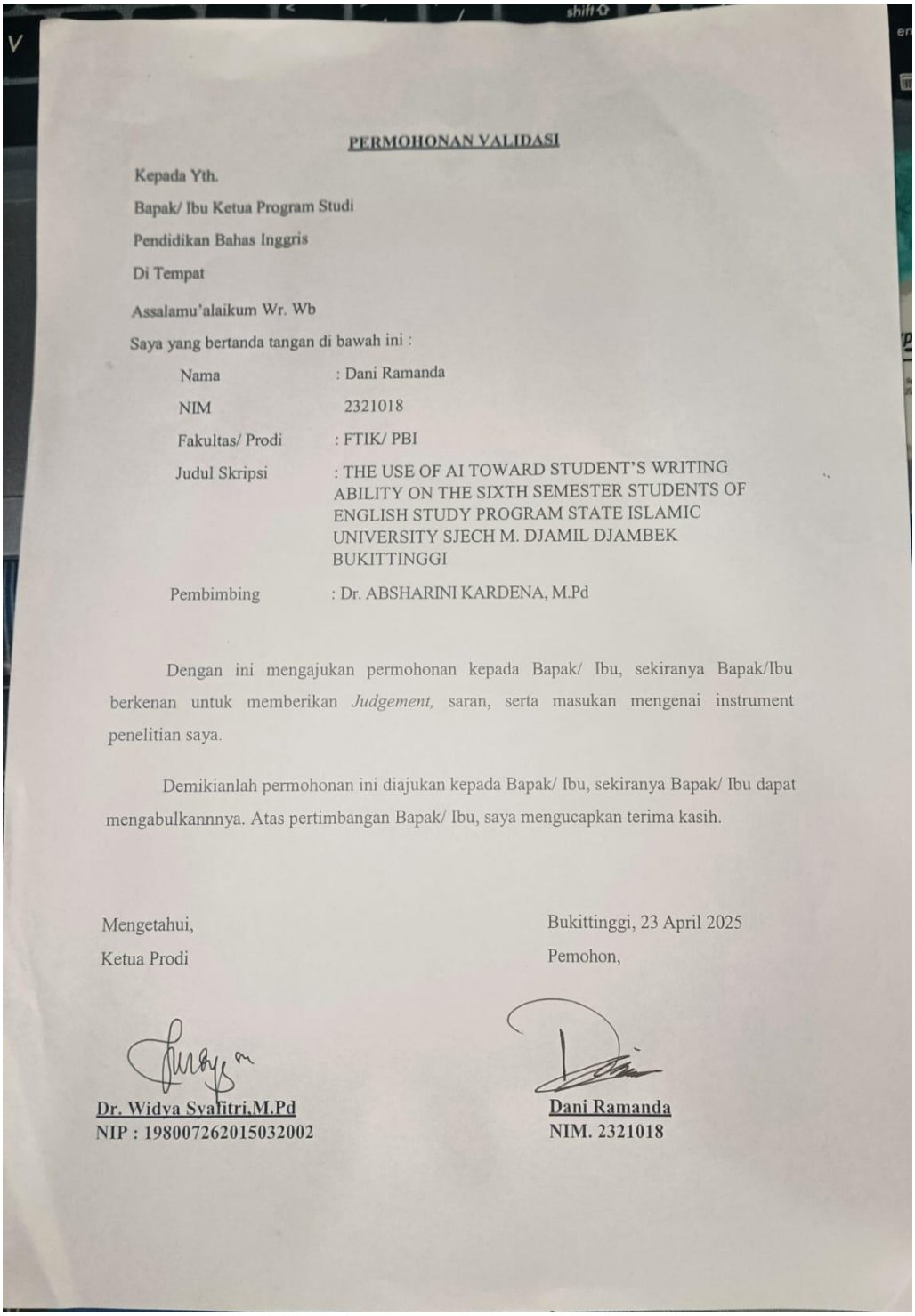
Class :

No.	Interview Question
1	How did AI tools help you choose better or more accurate words when you were writing or other academic papers?
2	Can you explain how AI tools helped you write in a more formal or professional style during your academic writing?
3	Have you used any AI tools in writing to check plagiarism? If so, how did it help improve your writing?
4	Did you use AI tools to help you create or organize your bibliography when writing? If so, how did they help you?
5	Did AI tools provide feedback that matched your writing? If yes, how did that feedback help you improve your writing?
6	Can you share your experience where AI tools changed the level of difficulty depending the progress of your writing? How did it help you in your writing?
7	Can you describe a situation in which AI tools gave you text that lacked of context or didn't match your intended meaning? How did you handle it?
8	How do you handle the limilations of AI tools when it doesn't fully understand the context or emotions in your writing?
9	Have you ever come across incorrect information while using AI tools like ChatGPT, Blackboox AI, Perplexity AI, an so forth? How did you fix it?
10	What did you do to verify the accuracy of the information provided by AI tools before including it in your writing?

Source: Abbas (2023), Manuel, Aini, and Agustina (2023), Septi Rahayu (2023) & Holzmann, Anand, and Payumo (2025)

APPENDIX 9

VALIDATION SHEET



PERMOHONAN VALIDASI

Kepada Yth.

Bapak/ Ibu Ketua Program Studi

Pendidikan Bahas Inggris

Di Tempat

Assalamu'alaikum Wr. Wb

Saya yang bertanda tangan di bawah ini :

Nama	: Dani Ramanda
NIM	2321018
Fakultas/ Prodi	: FTIK/ PBI
Judul Skripsi	: THE USE OF AI TOWARD STUDENT'S WRITING ABILITY ON THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY SJECH M. DJAMIL DJAMBEK BUKITTINGGI
Pembimbing	: Dr. ABSHARINI KARDENA, M.Pd

Dengan ini mengajukan permohonan kepada Bapak/ Ibu, sekiranya Bapak/Ibu berkenan untuk memberikan *Judgement,* saran, serta masukan mengenai instrument penelitian saya.

Demikianlah permohonan ini diajukan kepada Bapak/ Ibu, sekiranya Bapak/ Ibu dapat mengabulkannnya. Atas pertimbangan Bapak/ Ibu, saya mengucapkan terima kasih.

Mengetahui,
Ketua Prodi

Dr. Widya Syafitri,M.Pd
NIP : 198007262015032002

Bukittinggi, 23 April 2025
Pemohon,

Dani Ramanda
NIM. 2321018

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Muthia Rahman M.Pd

Jabatan : Dosen PBI

Dengan ini menyatakan bahwa mahasiswa yang bernama Dani Ramanda dengan nim 2321018 dengan judul "THE USE OF AI TOWARD STUDENT'S WRITING ON THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY SJECH M. DJAMIL DJAMBEK BUKITTINGGI" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi,2025
Validator

Muthia Rahman M.Pd
NIDN . 2104058502

(1) Reisi

PERSONAL DATA

NAME	:	
NIM	:	

A. Purpose

This questionnaire aims to explore students' perceptions, experiences, and attitudes towards the use of artificial intelligence (AI) tools (e.g., ChatGPT, Grammarly) in academic writing.

B. Instructions For Use

1. Please complete this questionnaire by rating the relevance and clarity according to the extent to which you agree with the questions. Your answers will be very helpful in assessing the validity of the data. Please choose the answer that suits your opinion.
2. Please put a checklist (V) on the rating scale that is considered appropriate. The assessment of the questions/questionnaire uses an ordinal scale (Likert scale) with four levels of alternative answer scales.

   1 : Strongly Disagree (SD)

   2 : Disagree (D)

   3 : Agree (A)

   4 : Strongly Agree (SA)

C. Questions

Number	Questions	Rating Scale			
		SD	D	A	SA
1	I use AI tools (e.g., ChatGPT, Grammarly) to assist with academic writing.				
2	AI helps me generate initial ideas for my writing.				
3	I use AI to improve the structure of my paragraph.				

4	AI is helpful for grammar and spelling correction.				
5	I feel that the quality of my writing has improved with AI assistance.				
6	I use AI to search for academic references.				
7	AI has made me more productive in completing writing assignments.				
8	I complete writing tasks more quickly with the help of AI.				
9	I understand that AI cannot replace critical analysis by the writer.				
10	I am cautious of plagiarism risks when using AI tools.				
11	I avoid submitting AI-generated content without modifications.				
12	I am aware that AI-generated outputs can be incorrect or biased.				
13	I sometimes feel uncertain about the ethicality of my AI usage.				
14	I am aware of my university's policy on AI usage in academic work.				
15	Universities should provide clear guidelines on ethical AI usage.				
16	I believe training on ethical and academic AI use is necessary.				
17	I maintain my own critical thinking even when using AI tools.				
18	AI should only be used as a support tool, not as the main author.				
19	I feel confident in taking responsibility for AI-assisted work.				
20	AI has the potential to enhance higher education if used wisely.				

Source: Selwyn,N. (2019), Luckin, R. Holmes, & Forcier (2016) and Allen,K (2023)

PERSONAL DATA

NAME	:	
NIM	:	

A. Purpose

This questionnaire aims to explore students' perceptions, experiences, and attitudes towards the use of artificial intelligence (AI) tools (e.g., ChatGPT, Grammarly) in academic writing.

B. Instructions For Use

1. Please complete this questionnaire by rating the relevance and clarity according to the extent to which you agree with the questions. Your answers will be very helpful in assessing the validity of the data. Please choose the answer that suits your opinion.
2. Please put a checklist (V) on the rating scale that is considered appropriate. The assessment of the questions/questionnaire uses an ordinal scale (Likert scale) with four levels of alternative answer scales.

   1 : Strongly Disagree (SD)

   2 : Disagree (D)

   3 : Agree (A)

   4 : Strongly Agree (SA)

C. Questions

Number	Questions	Rating Scale			
		SD	D	A	SA
1	I use AIs like ChatGPT to brainstorm topics before writing.				
2	I often use AI to help create an outline for my writing.				
3	AI helps me determine key points in my writing.				
4	AI helps me save time in finding references or literature.				

5	I have difficulty maintaining the originality of my writing when using AI in the pre-writing stage.				
6	AI helps improve the quality of my academic writing. specify				
7	AI is able to analyse and correct writing errors efficiently.				
8	The use of AI supports the development of my writing skills as a students				
9	I use AI to evaluate and correct my writing automatically. specify				
10	The use of AI in writing should be done wisely so as not to reduce my creativity and independence.				
11	I use AI to get word or phrase suggestions that can improve the quality of my writing. ✓				
12	AI provides constructive feedback on my writing. specify				
13	AI suggestions help me correct mistakes in my writing. specify				
14	AI helped me refine the arguments in my academic writing. ✓				
15	I feel that the quality of my writing has improved with the help of AI's suggestions. ✓				
16	I use AI to help me organise the first draft of my writing faster.				
17	AI helps me analyse data for academic writing. ✓				
18	I find AI makes it easier to manage citations and references. ✓				
19	The use of AI speeds up my overall writing process. ✓				
20	AI makes it easier for me to organise the research results or data I use. ✓				

(3) Done

PERSONAL DATA

NAME	:	
NIM	:	

A. Purpose

This questionnaire aims to explore students' perceptions, experiences, and attitudes towards the use of artificial intelligence (AI) tools (e.g., ChatGPT, Grammarly) in academic writing.

B. Instructions For Use

1. Please complete this questionnaire by rating the relevance and clarity according to the extent to which you agree with the questions. Your answers will be very helpful in assessing the validity of the data. Please choose the answer that suits your opinion.
2. Please put a checklist (V) on the rating scale that is considered appropriate. The assessment of the questions/questionnaire uses an ordinal scale (Likert scale) with four levels of alternative answer scales.

   1 : Strongly Disagree (SD)

   2 : Disagree (D)

   3 : Agree (A)

   4 : Strongly Agree (SA)

C. Questions

Number	Questions	Rating Scale			
		SD	D	A	SA
1	I use AIs like ChatGPT to brainstorm topics before writing.				
2	I often use AI to help create an outline for my writing.				
3	AI helps me determine key points in my writing.				
4	AI helps me save time in finding references or literature.				
5	I have difficulty maintaining the originality of my writing when using AI in the pre-writing				

	stage.				
6	AI helps improve the quality of grammar my academic writing.				
7	AI is able to analyze and correct writing errors efficiently.				
8	The use of AI supports the development of my writing skills as a students				
9	I use AI to evaluate and correct errors in my writing automatically.				
10	The use of AI in writing should be done wisely so as not to reduce my creativity and independence.				
11	I use AI to get word or phrase suggestions that can improve the quality of my writing.				
12	I would like AI to give me feedback on the clarity of the style and diction in my writing.				
13	I would like the AI to provide suggestions to correct grammatical, spelling, and sentence structure errors in my writing.				
14	AI helped me refine the arguments in my academic writing.				
15	I feel that the quality of my writing has improved with the help of AI's suggestions.				
16	I use AI to help me organize the first draft of my writing faster.				
17	AI helps me analyze data for academic writing.				
18	I find AI makes it easier to manage citations and references.				
19	The use of AI speeds up my overall writing process.				
20	AI makes it easier for me to organize the research results or data I use.				

Source: Taib et al.(2024), Hasrianti (2021), Lestari and Fitria (2025) & Song and Song (2023)

Draft Interview Questions:
Use of AI in Student Academic Writing

No.	Interview Question
1	Can you share your experience using AI to help you choose better words in your academic writing?
2	Do you find that AI helps you write more professionally? Could you provide an example?
3	How often do you use AI for tasks like checking for plagiarism, creating bibliographies, or improving your writing?
4	Does AI help you concentrate more on your ideas and arguments? Please share your experience.
5	Have you ever used an AI learning system that changes the difficulty of tasks or feedback based on your skills?
6	How effective do you think AI is at giving feedback that matches your learning progress?
7	Do you believe that using AI in writing can make it feel less authentic or personal?
8	How do you handle the limitations of AI when it doesn't fully understand the context or emotions in your writing?
9	Have you ever come across incorrect information while using an AI like ChatGPT? How did you address it?
10	What steps do you take to verify the accuracy of the information provided by AI before including it in your writing?

Source: Abbas (2023), Manuel, Aini, and Agustina (2023), Septi Rahayu (2023) & Holzmann, Anand, and Payumo (2025)

RESEARCH QUESTIONNAIRE VALIDATION SURVEY
THE USE OF AI TOWARD STUDENT'S WRITING ON THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY SJECH M. DJAMIL DJAMBEK BUKITTINGGI

VALIDATOR DATA

NAME	:	
INSTANSI	:	
POSITION/PROFESSION	:	

A. Purpose

This validation questionnaire aims to assess the quality and relevance of each item in the research questionnaire. Your input will be very helpful in improving this research instrument.

B. Assessment Instructions

1. Read each question item carefully.
2. Please complete this questionnaire by giving your assessment of each of the following aspects based on the questionnaire that has been prepared. Your answers will be very helpful in assessing the validity of the data. Please choose the answer that corresponds to your opinion.
3. Please put a checklist (V) on the rating scale that is considered appropriate. The assessment of the questions/questionnaire uses an ordinal scale (Likert scale) with four levels of alternative answer scales:
   1 : Strongly Disagree (SD)
   2 : Disagree (D)
   3 : Agree (A)
   4 : Strongly Agree (SA)
4. Please provide revision suggestions/comments in the space provided.

C. Questionnaire Assessment

1. Content Quality

No	Assessment Item	Rating Scale			
		SD	D	A	SA

1	Are the questions in the questionnaire relevant to the research topic?				✓
2	Are the questions clear enough and easy for respondents to understand?				✓
3	Does the question cover aspects of using AI in writing?				✓
4	Does the question elicit the information needed to answer the problem?				✓

2. Language and Drafting

No	Assessment Item	Rating Scale			
		SD	D	A	SA
1	Is the language used in the questions appropriate for the respondent's level of understanding?				✓
2	Are the question sentences short, concise, and not confusing?			✓	
3	Are the instructions in the questionnaire clear and easy to follow?			✓	

3. Format and Context Validity

No	Assessment Item	Rating Scale			
		SD	D	A	SA
1	Is the organization of the questions logical and systematic?				✓
2	Is the questionnaire format neat and visually appealing?				✓
3	Are the questions relevant to the context of sixth-semester students of the English Department?				✓
4	Can the questionnaire measure the perception and impact of AI use on students' writing skills?				✓

D. Suggestions and Feedback

1. Are there any aspects of the research that need to be improved or added?

answers: The researcher must analyze the research guideline comprehensively and direct every item in questionnaire & interview into something which really represent those statements in research guideline specifically & detail.

1) After being revised, the questionnaire items have not meet the specific details about the statement in RG.

2. Please provide any comments or suggestions that may help improve the quality of the questionnaire.

answers

1) Comprehend & analyze deeply about the research guidelines & develop the questionnaire detail & precise.

2) For interview, please check second indicator of your RG. & adjust with the interview questions.

Bukittinggi, 30 Mei 2025

Validator

Muthia Rahman, M.Pd

NIP/NIDN. 2104058502

RESEARCH INTERVIEW VALIDATION SURVEY
THE USE OF AI TOWARD STUDENT'S WRITING ON THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY SJECH M. DJAMIL DJAMBEK BUKITTINGGI

VALIDATOR DATA

NAME	:	Muthia Rahman, M.Pd
INSTANSI	:	UIN Bukittinggi
POSITION/PROFESSION	:	Dosen

A. Purpose

This validation interview aims to assess the quality and relevance of each item in the research interview questions. Your input will be very helpful in improving this research instrument.

B. Assessment Instructions.

1. Please tick the checklist (V) on the appropriate rating scale. The assessment of interview questions uses an ordinal scale (Likert scale) with four levels of alternative
   1 : Strongly Disagree (SD)
   2 : Disagree (D)
   3 : Agree (A)
   4 : Strongly Agree (SA)
2. Please provide revision suggestions/comments in the space provided.

C. Interview Questionnaire Assessment

1. Content Quality

No	Assessment Item	Rating Scale			
		SD	D	A	SA
1	Are the questions in the interview questionnaire relevant to the research topic?			✓	
2	Are the questions clear enough and easy for respondents to understand?				✓
3	Does the question cover aspects of using AI in			✓	

	writing?				✓
4	Does the question elicit the information needed to answer the problem?			✓	

2. Language and Drafting

No	Assessment Item	Rating Scale			
		SD	D	A	SA
1	Is the language used in the questions appropriate for the respondent's level of understanding?				✓
2	Are the question sentences short, concise, and not confusing?				✓
3	Are the instructions in the interview questionnaire clear and easy to follow?				✓

3. Format and Context Validity

No	Assessment Item	Rating Scale			
		SD	D	A	SA
1	Is the organization of the interview questions logical and systematic?			✓	
2	Is the format of the interview questionnaire neat and visually appealing?			✓	
3	Are the interview questions relevant to the context of sixth semester students in the English Department?			✓	
4	Can the interview questionnaire measure the perception and impact of AI use on students' writing skills?			✓	

D. Suggestions and Feedback

1. Are there any aspects of the research that need to be improved or added?

   answers: Question number 1 needs to be revised.

2. Please provide any comments or suggestions that may help improve the quality of the questionnaire.

   answers Add & develop more questions for interview spesifically & details in order to help researcher to get more spesific data.

Bukittinggi, 30 Mei 2025

Validator

Muthia Rahman, M.Pd

~~NIP/~~NIDN. 2109058502

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Dr. Liza Efriyenti, S. Si, M. Kom,

Jabatan : Dosen PTIK

Dengan ini menyatakan bahwa mahasiswa yang bernama Dani Ramanda dengan nim 2321018 dengan judul "THE USE OF AI TOWARD STUDENT'S WRITING ON THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY SJECH M. DJAMIL DJAMBEK BUKITTINGGI" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi,2025
Validator

Dr. Liza Efriyenti, S. Si, M. Kom,
NIP:197501282008012012

RESEARCH QUESTIONNAIRE VALIDATION SURVEY
THE USE OF AI TOWARD STUDENT'S WRITING ON THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY SJECH M. DJAMIL DJAMBEK BUKITTINGGI

VALIDATOR DATA

NAME	:	Dr. Liza Efriyanti, S.Ti. M.Kom
INSTANSI	:	UIN Bukittinggi
POSITION/PROFESSION	:	Lecturer

A. Purpose

This validation questionnaire aims to assess the quality and relevance of each item in the research questionnaire. Your input will be very helpful in improving this research instrument.

B. Assessment Instructions

1. Read each question item carefully.
2. Please complete this questionnaire by giving your assessment of each of the following aspects based on the questionnaire that has been prepared. Your answers will be very helpful in assessing the validity of the data. Please choose the answer that corresponds to your opinion.
3. Please put a checklist (V) on the rating scale that is considered appropriate. The assessment of the questions/questionnaire uses an ordinal scale (Likert scale) with four levels of alternative answer scales:
   1 : Strongly Disagree (SD)
   2 : Disagree (D)
   3 : Agree (A)
   4 : Strongly Agree (SA)
4. Please provide revision suggestions/comments in the space provided.

C. Questionnaire Assessment

1. Content Quality

No	Assessment Item	Rating Scale			
		SD	D	A	SA
1	Are the questions in the questionnaire relevant to the research topic?			✓	
2	Are the questions clear enough and easy for respondents to understand?			✓	
3	Does the question cover aspects of using AI in writing?			✓	
4	Does the question elicit the information needed to answer the problem?			✓	

2. Language and Drafting

No	Assessment Item	Rating Scale			
		SD	D	A	SA
1	Is the language used in the questions appropriate for the respondent's level of understanding?			✓	
2	Are the question sentences short, concise, and not confusing?			✓	
3	Are the instructions in the questionnaire clear and easy to follow?			✓	

3. Format and Context Validity

No	Assessment Item	Rating Scale			
		SD	D	A	SA
1	Is the organization of the questions logical and systematic?			✓	

2	Is the questionnaire format neat and visually appealing?			✓	
3	Are the questions relevant to the context of sixth-semester students of the English Department?			✓	
4	Can the questionnaire measure the perception and impact of AI use on students' writing skills?			✓	

D. Suggestions and Feedback

1. Are there any aspects of the research that need to be improved or added?

answers: Questionnaires can be used and distributed

2. Please provide any comments or suggestions that may help improve the quality of the questionnaire.

answers -

Bukittinggi, 05 ~~Juni~~ 2025

Validator

Dr. Liza Efriyanti, S.S., M.Com

NIP/~~NIDN~~. 197501282008012012

RESEARCH INTERVIEW VALIDATION SURVEY
THE USE OF AI TOWARD STUDENT'S WRITING ON THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY SJECH M. DJAMIL DJAMBEK BUKITTINGGI

VALIDATOR DATA

NAME	:	Dr. Lina Efriyanti, S.Si., M.Kom
INSTANSI	:	UIN Bukittinggi
POSITION/PROFESSION	:	Lecturer

A. Purpose

This validation interview aims to assess the quality and relevance of each item in the research interview questions. Your input will be very helpful in improving this research instrument.

B. Assessment Instructions.

1. Please tick the checklist (V) on the appropriate rating scale. The assessment of interview questions uses an ordinal scale (Likert scale) with four levels of alternative
   1 : Strongly Disagree (SD)
   2 : Disagree (D)
   3 : Agree (A)
   4 : Strongly Agree (SA)
2. Please provide revision suggestions/comments in the space provided.

C. Interview Questionnaire Assessment

1. Content Quality

No	Assessment Item	Rating Scale			
		SD	D	A	SA
1	Are the questions in the interview questionnaire relevant to the research topic?				✓
2	Are the questions clear enough and easy for respondents to understand?				✓
3	Does the question cover aspects of using AI in				✓

	writing?				
4	Does the question elicit the information needed to answer the problem?				✓

2. Language and Drafting

No	Assessment Item	Rating Scale			
		SD	D	A	SA
1	Is the language used in the questions appropriate for the respondent's level of understanding?				✓
2	Are the question sentences short, concise, and not confusing?				✓
3	Are the instructions in the interview questionnaire clear and easy to follow?				✓

3. Format and Context Validity

No	Assessment Item	Rating Scale			
		SD	D	A	SA
1	Is the organization of the interview questions logical and systematic?				✓
2	Is the format of the interview questionnaire neat and visually appealing?				✓
3	Are the interview questions relevant to the context of sixth semester students in the English Department?				✓
4	Can the interview questionnaire measure the perception and impact of AI use on students' writing skills?				✓

D. Suggestions and Feedback

1. Are there any aspects of the research that need to be improved or added?

   answers: Ok, assessment of the questions can be used and distributed.

2. Please provide any comments or suggestions that may help improve the quality of the questionnaire.

   answers -

Bukittinggi, 11 ~~Mei~~ June 2025

Validator

Dr. Yzo Efriyanti, S.Si, M.Kom

NIP/~~NIDN~~. 197501282008012012

PERSONAL DATA

NAME	:	
NIM	:	

A. Purpose

This questionnaire aims to explore students' perceptions, experiences, and attitudes towards the use of artificial intelligence (AI) tools (e.g., ChatGPT, Grammarly) in academic writing.

B. Instructions For Use

1. Please complete this questionnaire by rating the relevance and clarity according to the extent to which you agree with the questions. Your answers will be very helpful in assessing the validity of the data. Please choose the answer that suits your opinion.
2. Please put a checklist (V) on the rating scale that is considered appropriate. The assessment of the questions/questionnaire uses an ordinal scale (Likert scale) with four levels of alternative answer scales.

   1 : Strongly Disagree (SD)

   2 : Disagree (D)

   3 : Agree (A)

   4 : Strongly Agree (SA)

C. Questions

Number	Questions	Rating Scale			
		SD	D	A	SA
1	I use AIs like ChatGPT to brainstorm topics before writing.				
2	I often use AI to help create an outline for my writing.				
3	AI helps me determine key points in my writing.				
4	AI helps me save time in finding references or literature.				
5	I have difficulty maintaining the originality of my writing when using AI in the pre-writing				

	stage.				
6	AI helps improve the quality of grammar my academic writing.				
7	AI is able to analyze and correct writing errors efficiently.				
8	The use of AI supports the development of my writing skills as a students				
9	I use AI to evaluate and correct errors in my writing automatically.				
10	The use of AI in writing should be done wisely so as not to reduce my creativity and independence.				
11	I use AI to get word or phrase suggestions that can improve the quality of my writing.				
12	I would like AI to give me feedback on the clarity of the style and diction in my writing.				
13	I would like the AI to provide suggestions to correct grammatical, spelling, and sentence structure errors in my writing.				
14	AI helped me refine the arguments in my academic writing.				
15	I feel that the quality of my writing has improved with the help of AI's suggestions.				
16	I use AI to help me organize the first draft of my writing faster.				
17	AI helps me analyze data for academic writing.				
18	I find AI makes it easier to manage citations and references.				
19	The use of AI speeds up my overall writing process.				
20	AI makes it easier for me to organize the research results or data I use.				

Source: Taib et al.(2024), Hasrianti (2021), Lestari and Fitria (2025) & Song and Song (2023)

Draft Interview Questions:
Use of AI in Student Academic Writing

No.	Interview Question
1	Can you share your experience using AI to help you choose better words in your academic writing?
2	Do you find that AI helps you write more professionally? Could you provide an example?
3	How often do you use AI for tasks like checking for plagiarism, creating bibliographies, or improving your writing?
4	Does AI help you concentrate more on your ideas and arguments? Please share your experience.
5	Have you ever used an AI learning system that changes the difficulty of tasks or feedback based on your skills?
6	How effective do you think AI is at giving feedback that matches your learning progress?
7	Do you believe that using AI in writing can make it feel less authentic or personal?
8	How do you handle the limitations of AI when it doesn't fully understand the context or emotions in your writing?
9	Have you ever come across incorrect information while using an AI like ChatGPT? How did you address it?
10	What steps do you take to verify the accuracy of the information provided by AI before including it in your writing?

Source: Abbas (2023), Manuel, Aini, and Agustina (2023), Septi Rahayu (2023) & Holzmann, Anand, and Payumo (2025)

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Lena Sastri, M.Pd

Jabatan : Dosen PBI

Dengan ini menyatakan bahwa mahasiswa yang bernama Dani Ramanda dengan nim 2321018 dengan judul "THE USE OF AI TOWARD STUDENT'S WRITING AT THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY OF SJECH M. DJAMIL DJAMBEK BUKITTINGGI" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 18 Juni 2025
Validator

Lena Sastri, M.Pd
NIP:198702052022032001

RESEARCH QUESTIONNAIRE VALIDATION SURVEY :
THE USE OF AI TOWARD STUDENT'S WRITING ON THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY SJECH M. DJAMIL DJAMBEK BUKITTINGGI

VALIDATOR DATA

NAME	:	
INSTANSI	:	
POSITION/PROFESSION	:	

A. Purpose

This validation ~~questionnaire~~ aims to assess the quality and relevance of each item in the research questionnaire. Your input will be very helpful in improving this research instrument.

B. Assessment Instructions

1. Read each question item carefully.
2. Please complete this questionnaire by giving your assessment of each of the following aspects based on the questionnaire that has been prepared. Your answers will be very helpful in assessing the validity of the data. Please choose the answer that corresponds to your opinion.
3. Please put a checklist (V) on the rating scale that is considered appropriate. The assessment of the questions/questionnaire uses an ordinal scale (Likert scale) with four levels of alternative answer scales:
   1 : Strongly Disagree (SD)
   2 : Disagree (D)
   3 : Agree (A)
   4 : Strongly Agree (SA)
4. Please provide revision suggestions/comments in the space provided.

PERSONAL DATA

NAME	:	
NIM	:	

A. Purpose

This questionnaire aims to explore students' perceptions, experiences, and attitudes towards the use of artificial intelligence (AI) tools (e.g., ChatGPT, Grammarly) in academic writing.

B. Instructions For Use

1. Please complete this questionnaire by rating the relevance and clarity according to the extent to which you agree with the questions. Your answers will be very helpful in assessing the validity of the data. Please choose the answer that suits your opinion.
2. Please put a checklist (V) on the rating scale that is considered appropriate. The assessment of the questions/questionnaire uses an ordinal scale (Likert scale) with four levels of alternative answer scales.

   1 : Strongly Disagree (SD)

   2 : Disagree (D)

   3 : Agree (A)

   4 : Strongly Agree (SA)

C. Questions

Number	Questions	Rating Scale			
		SD	D	A	SA
1	I use AIs like ChatGPT to brainstorm topics before writing.				
2	I often use AI to help create an outline for my writing.				
3	AI helps me determine key points in my writing.				
4	AI helps me save time in finding references or literature.				
5	I have difficulty maintaining the originality of my writing when using AI in the pre-writing				

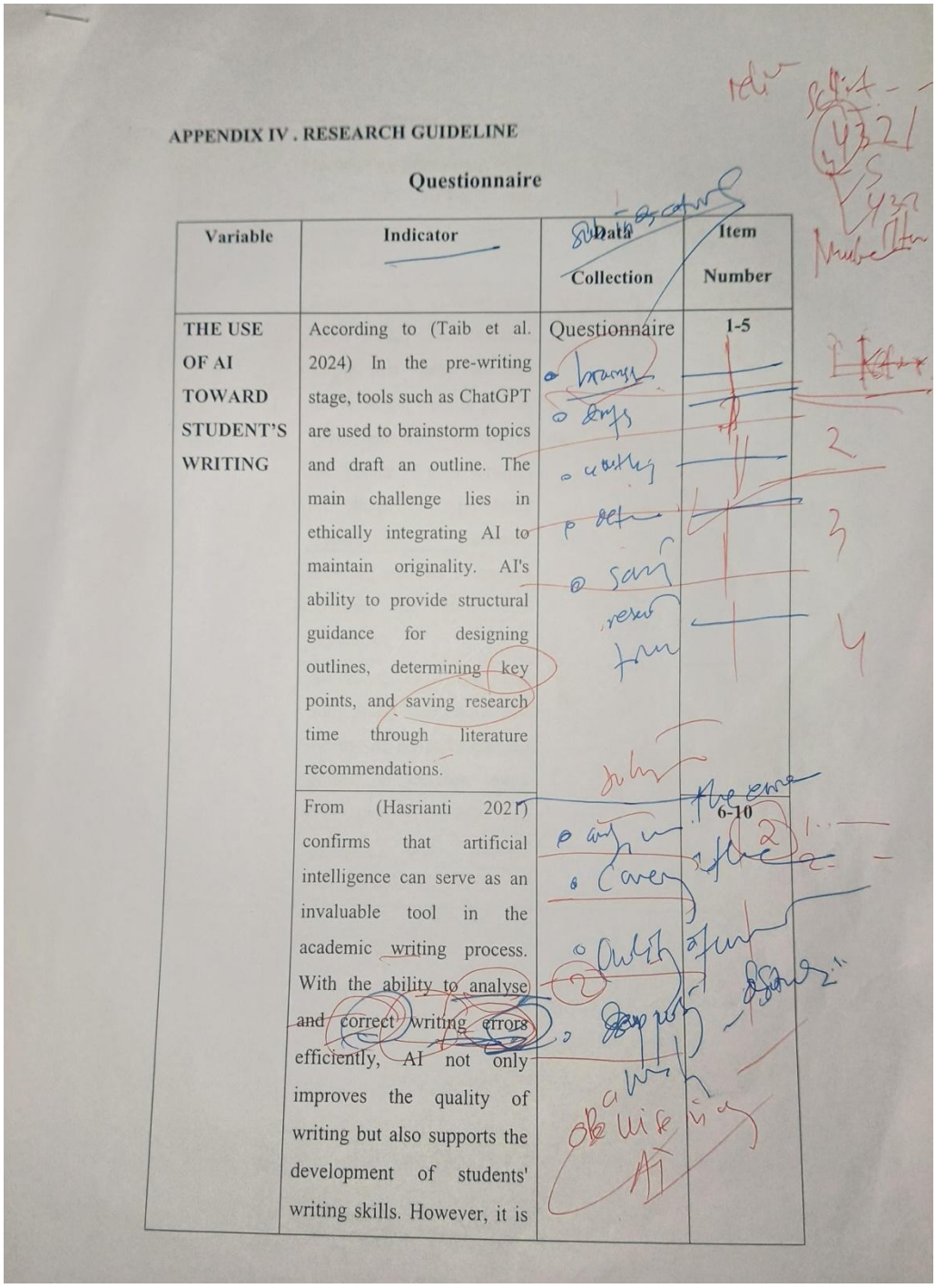
	stage.				
6	AI helps improve the quality of grammar my academic writing.				
7	AI is able to analyze and correct writing errors efficiently.				
8	The use of AI supports the development of my writing skills as a students.				
9	I use AI to evaluate and correct errors in my writing automatically.				
10	The use of AI in writing should be done wisely so as not to reduce my creativity and independence.				
11	I use AI to get word or phrase suggestions that can improve the quality of my writing.				
12	I would like AI to give me feedback on the clarity of the style and diction in my writing.				
13	I would like the AI to provide suggestions to correct grammatical, spelling, and sentence structure errors in my writing.				
14	AI helped me refine the arguments in my academic writing.				
15	I feel that the quality of my writing has improved with the help of AI's suggestions.				
16	I use AI to help me organize the first draft of my writing faster.				
17	AI helps me analyze data for academic writing.				
18	I find AI makes it easier to manage citations and references.				
19	The use of AI speeds up my overall writing process.				
20	AI makes it easier for me to organize the research results or data I use.				

Source: Taib et al.(2024), Hasrianti (2021), Lestari and Fitria (2025) & Song and Song (2023)

Draft Interview Questions:
Use of AI in Student Academic Writing

No.	Interview Question
1	Can you share your experience using AI to help you choose better words in your academic writing?
2	Do you find that AI helps you write more professionally? Could you provide an example?
3	How often do you use AI for tasks like checking for plagiarism, creating bibliographies, or improving your writing?
4	Does AI help you concentrate more on your ideas and arguments? Please share your experience.
5	Have you ever used an AI learning system that changes the difficulty of tasks or feedback based on your skills?
6	How effective do you think AI is at giving feedback that matches your learning progress?
7	Do you believe that using AI in writing can make it feel less authentic or personal?
8	How do you handle the limitations of AI when it doesn't fully understand the context or emotions in your writing?
9	Have you ever come across incorrect information while using an AI like ChatGPT? How did you address it?
10	What steps do you take to verify the accuracy of the information provided by AI before including it in your writing?

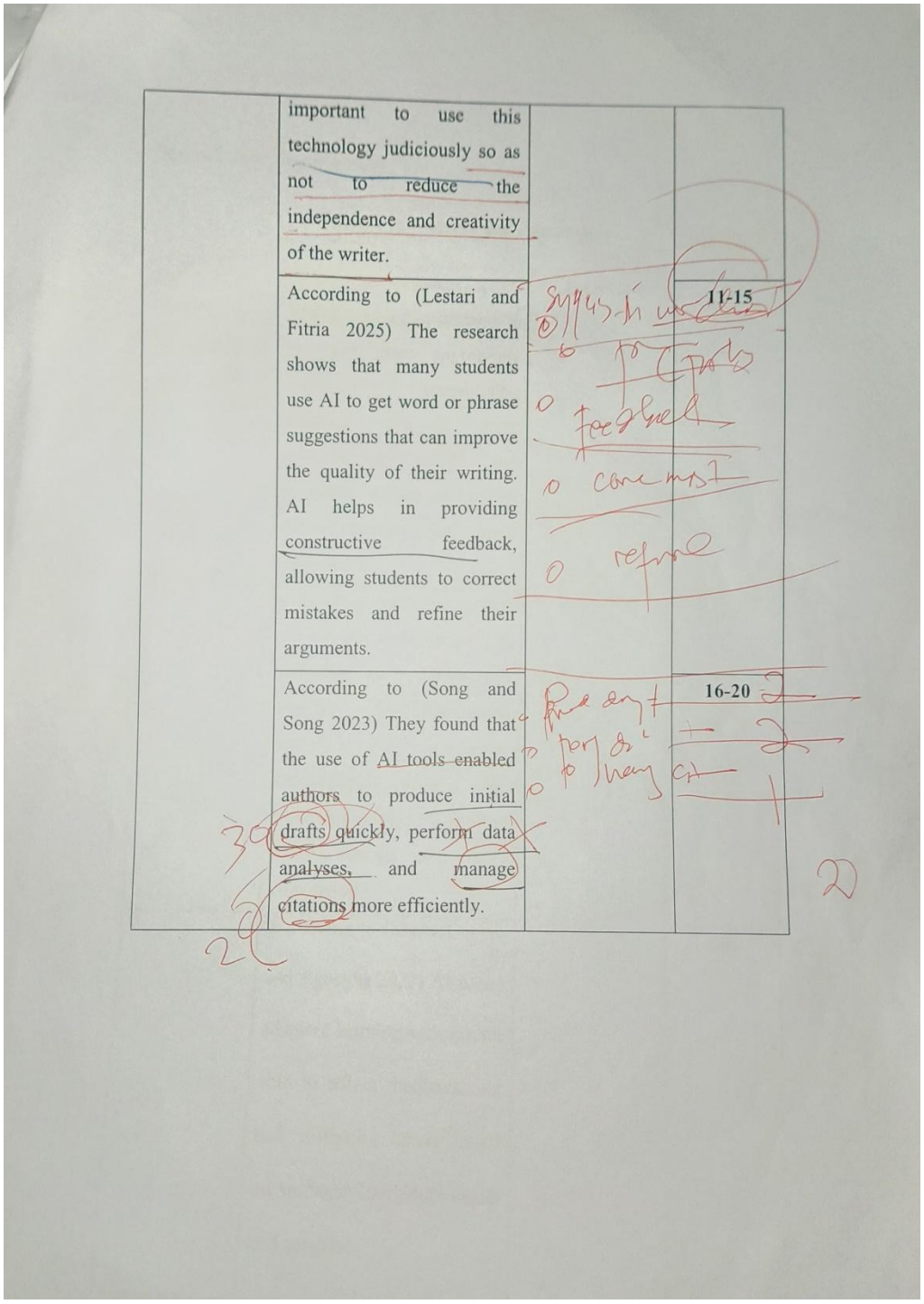
Source: Abbas (2023), Manuel, Aini, and Agustina (2023), Septi Rahayu (2023) & Holzmann, Anand, and Payumo (2025)



APPENDIX IV . RESEARCH GUIDELINE

Questionnaire

Variable	Indicator	Data Collection	Item Number
THE USE OF AI TOWARD STUDENT'S WRITING	According to (Taib et al. 2024) In the pre-writing stage, tools such as ChatGPT are used to brainstorm topics and draft an outline. The main challenge lies in ethically integrating AI to maintain originality. AI's ability to provide structural guidance for designing outlines, determining key points, and saving research time through literature recommendations.	Questionnaire	1-5
	From (Hasrianti 2021) confirms that artificial intelligence can serve as an invaluable tool in the academic writing process. With the ability to analyse and correct writing errors efficiently, AI not only improves the quality of writing but also supports the development of students' writing skills. However, it is		6-10



	important to use this technology judiciously so as not to reduce the independence and creativity of the writer.		
	According to (Lestari and Fitria 2025) The research shows that many students use AI to get word or phrase suggestions that can improve the quality of their writing. AI helps in providing constructive feedback, allowing students to correct mistakes and refine their arguments.		11-15
	According to (Song and Song 2023) They found that the use of AI tools enabled authors to produce initial drafts quickly, perform data analyses, and manage citations more efficiently.		16-20

Appendix IV.2 Interview

Interview Sheet for Students

Indicator Interview Advantages of AI	According to(Abbas 2023) AI can also assist students in choosing more appropriate words, constructing sentences in a more professional style, and providing advice on how to make stronger and more convincing.	**Interview**	**1-2**
	According to(Abbas 2023) AI can also assist students in choosing more appropriate words, constructing sentences in a more professional style, and providing advice on how to make stronger and more convincing.		**3-4**
	According to (Manuel, Aini, and Agustina 2023) AI-based adaptive learning systems are able to adjust feedback and task difficulty levels based on students' individual needs and progress.		**5-6**

VALIDATION OF RESEARCH QUESTIONNAIRE AND INTERVIEW "THE USE OF AI TOWARD STUDENT'S WRITING AT THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY OF SJECH M. DJAMIL DJAMBEK BUKITTINGGI"

VALIDATOR DATA

NAME	:	Lena Sastri
INSTANSI	:	UIN Bukittinggi
-	:	

A. Purpose

This validation aims to assess the quality and relevance of each item in the research questionnaire. Your input will be very helpful in improving this research instrument.

B. Assessment Instructions

1. Read each question item carefully.
2. Please complete this questionnaire by giving your assessment of each of the following aspects based on the questionnaire that has been prepared. Your answers will be very helpful in assessing the validity of the data. Please choose the answer that corresponds to your opinion.
3. Please put a checklist (V) on the rating scale that is considered appropriate. The assessment of the questions/questionnaire uses an ordinal scale (Likert scale) with four levels of alternative answer scales:
   1 : Strongly Disagree (SD)
   2 : Disagree (D)
   3 : Agree (A)
   4 : Strongly Agree (SA)
4. Please provide revision suggestions/comments in the space provided.

C. Questionnaire Assessment

1. Content Quality

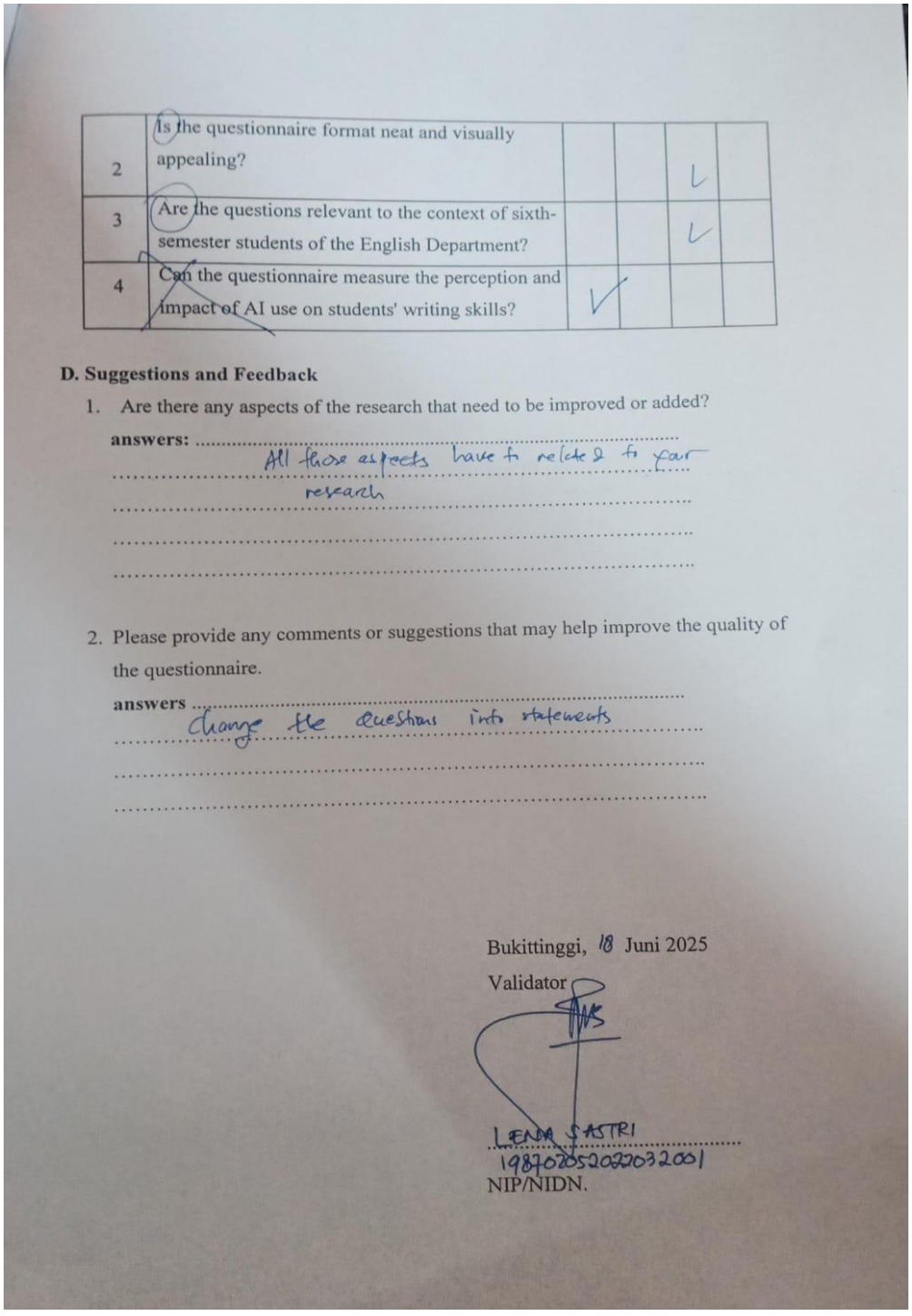
No	Assessment Item	Rating Scale			
		SD	D	A	SA
1	Are the questions in the questionnaire relevant to the research topic?				✓
2	Are the questions clear enough and easy for respondents to understand?				✓
3	Does the question cover aspects of using AI in writing?				✓
4	Does the question elicit the information needed to answer the problem?			✓	

2. Language and Drafting

No	Assessment Item	Rating Scale			
		SD	D	A	SA
1	Is the language used in the questions appropriate for the respondent's level of understanding?				✓
2	Are the question sentences short, concise, and not confusing?			✓	
3	Are the instructions in the questionnaire clear and easy to follow?			✓	

3. Format and Context Validity

No	Assessment Item	Rating Scale			
		SD	D	A	SA
1	Is the organization of the questions logical and systematic?			✓	



2	Is the questionnaire format neat and visually appealing?			✓	
3	Are the questions relevant to the context of sixth-semester students of the English Department?			✓	
4	Can the questionnaire measure the perception and impact of AI use on students' writing skills?	✓			

D. Suggestions and Feedback

1. Are there any aspects of the research that need to be improved or added?

answers: All those aspects have to related to your research

2. Please provide any comments or suggestions that may help improve the quality of the questionnaire.

answers change the questions into statements

Bukittinggi, 18 Juni 2025

Validator

LENA SASTRI

19870205202203 2001

NIP/NIDN.

APPENDIX 10

LETTER OF RESEARCH PERMISSION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-0506/Un.26.1/PP.07/06/2025 Bukittinggi, 10 Juni 2025
Lamp :1 (Satu) rangkap
Hal :Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**DANI RAMANDA**
NIM	:	**2321018**
Semester	:	8
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***THE USE OF AI TOWARD STUDENT'S WRITING ON THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY SJECH M. DJAMIL DJAMBEK BUKITTINGGI***
Lokasi Penelitian	:	UNIVERSITY SJECH M. DJAMIL DJAMBEK BUKITTINGGI
Waktu	:	Juni 2025 s.d Selesai

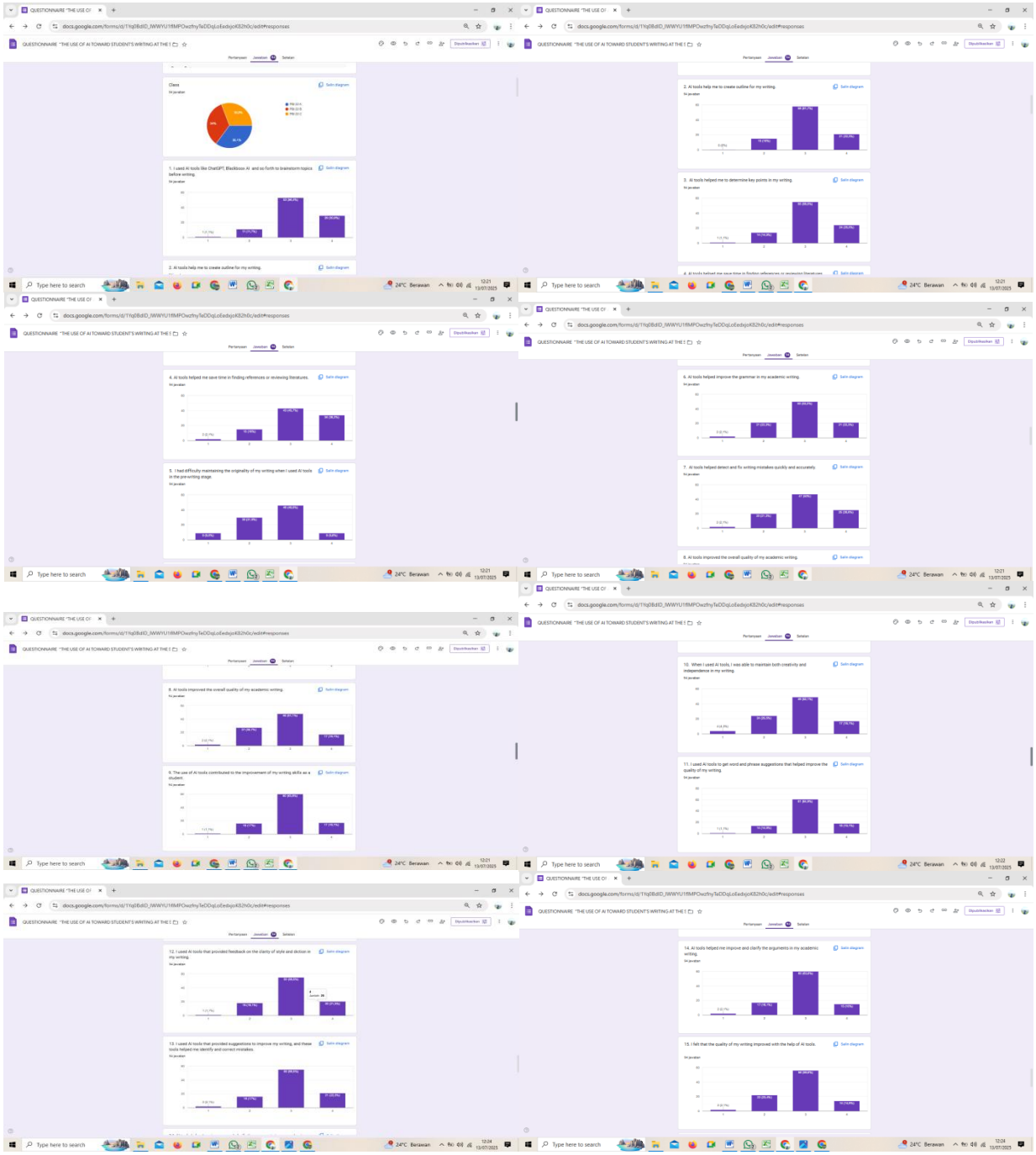
Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

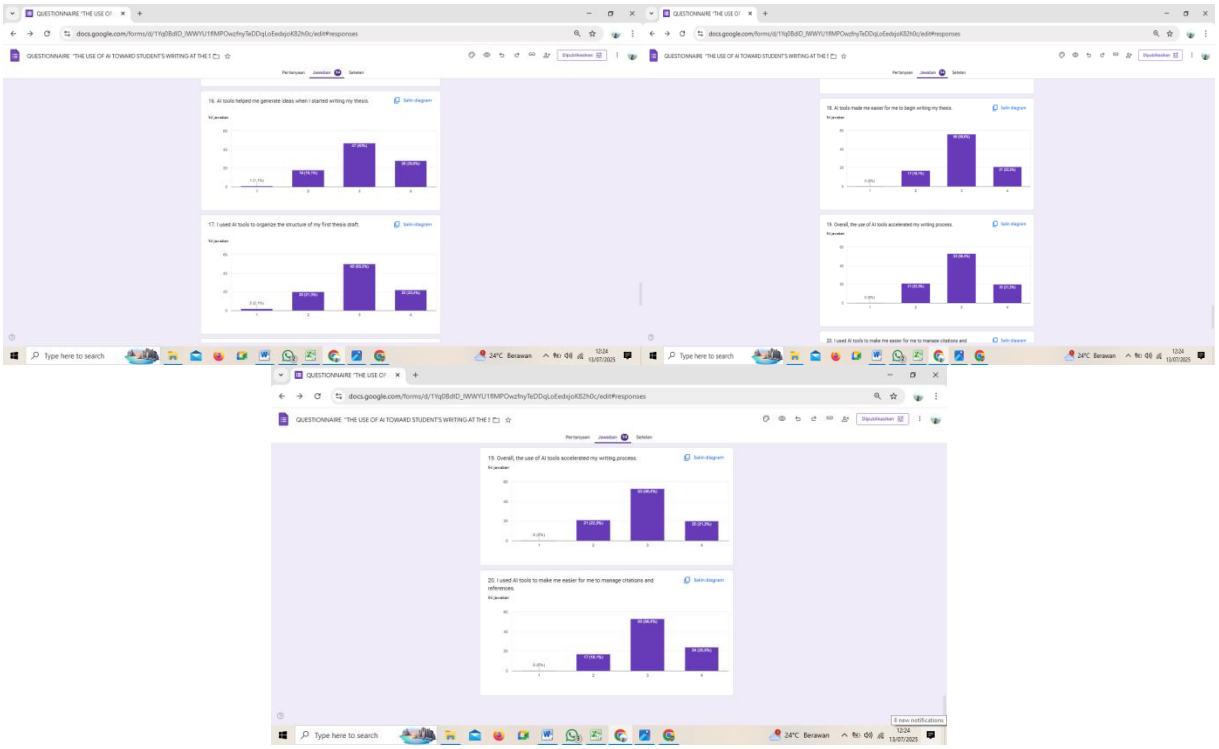
DEKAN,

Dr. JUNAIDI, M.Pd
NIP. 197706162003121003

APPENDIX 11

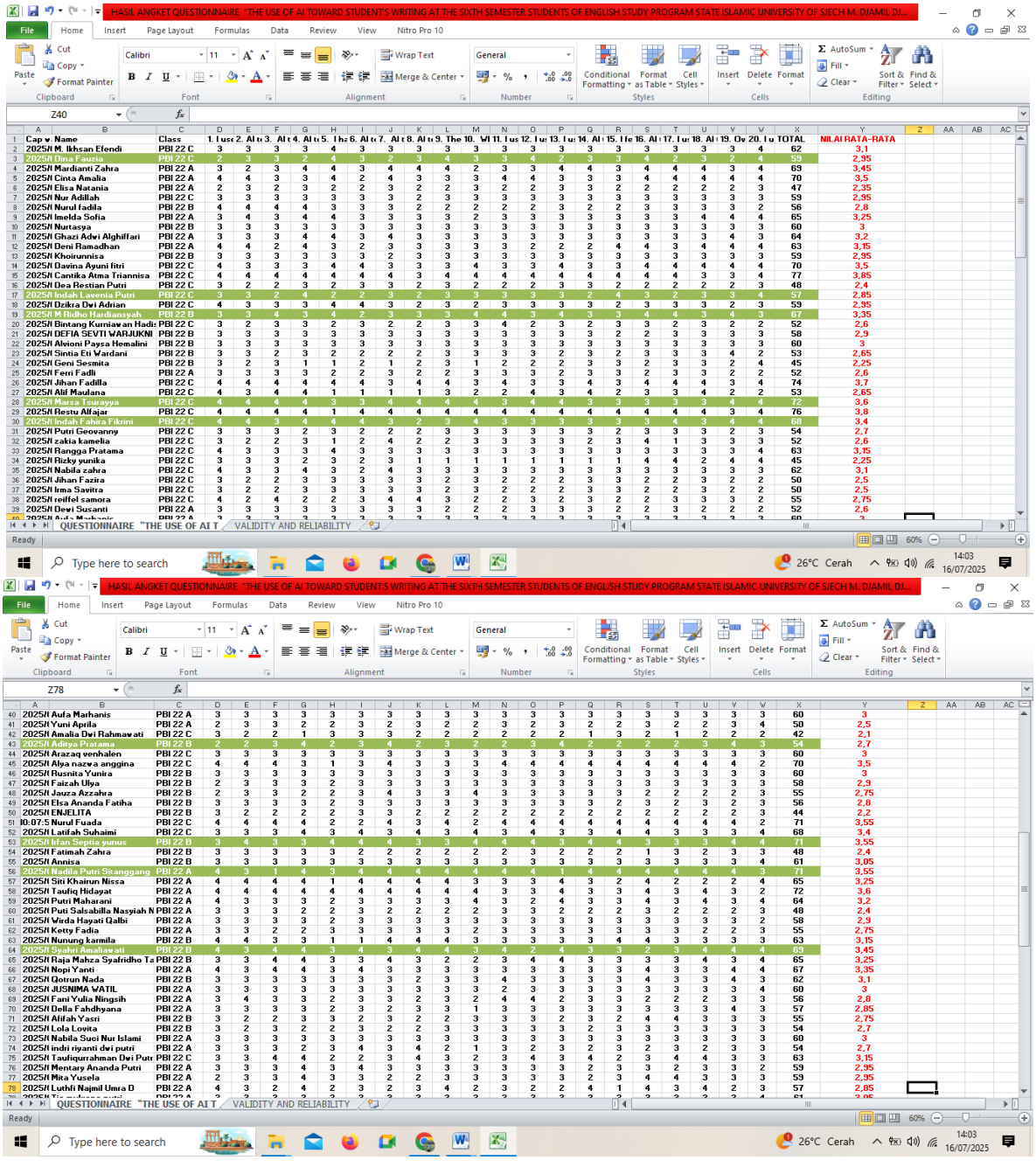
GOOGLE FORM QUESTION DIAGRAM RESULT

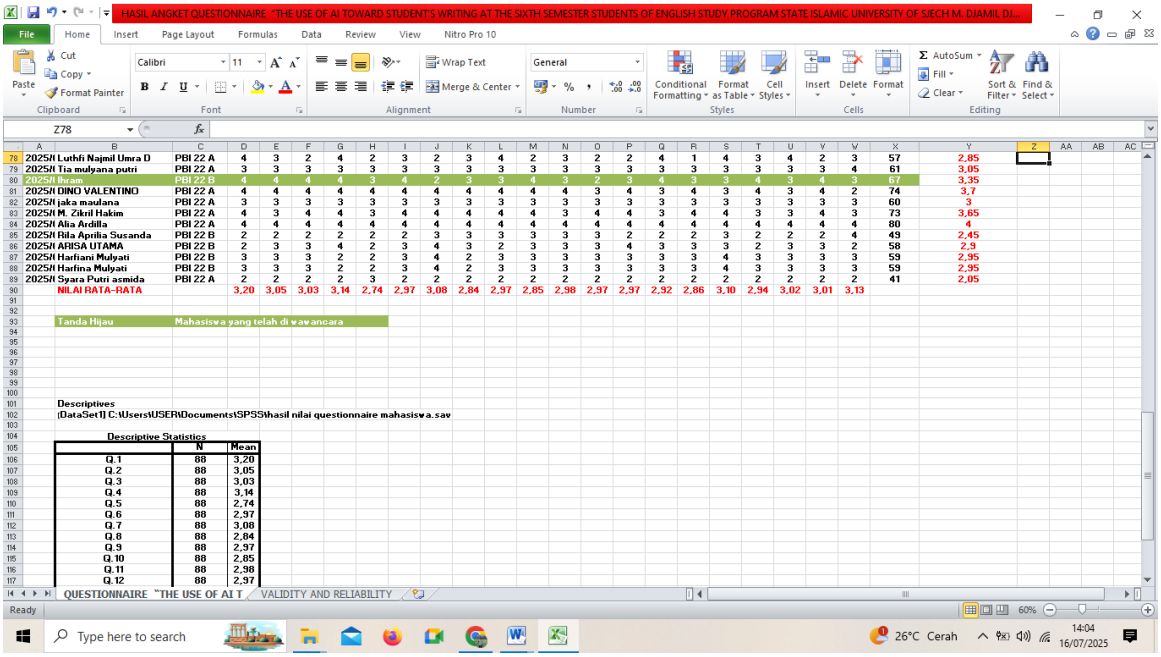




APPENDIX 12

QUESTIONNAIRE TEST RESULT




HASIL ANGKET QUESTIONNAIRE "THE USE OF AI TOWARD STUDENT'S WRITING AT THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY OF SJECH M. DJAMIL DJ...
File Home Insert Page Layout Formulas Data Review View Nitro Pro 10
Cut Copy Format Painter Paste Clipboard
Calibri 11 Font
Wrap Text Merge & Center Alignment
General Number
Conditional Formatting Format as Table Cell Styles Styles
Insert Delete Format Cells
AutoSum Fill Clear Sort & Filter Find & Select Editing
Z78
2025/I Luthfi Najmil Umra D PBI 22 A 4 3 2 4 2 3 2 3 4 2 3 2 2 4 1 4 3 4 2 3 57 2,85
2025/I Tia mulyana putri PBI 22 A 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 4 61 3,05
2025/I hijam PBI 22 B 4 4 4 4 3 4 2 3 3 4 3 2 3 4 3 3 4 3 4 3 67 3,35
2025/I DINO VALENTINO PBI 22 A 4 4 4 4 4 4 4 4 4 4 4 3 4 3 4 3 4 3 4 2 74 3,7
2025/I jaka maulana PBI 22 A 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 60 3
2025/I M. Zikril Hakim PBI 22 A 4 3 4 4 3 4 4 4 4 4 3 4 4 3 4 4 3 3 4 3 73 3,65
2025/I Alia Ardilla PBI 22 A 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 80 4
2025/I Rila Aprilia Susanda PBI 22 B 2 2 2 2 2 3 3 3 3 3 3 2 2 2 3 2 2 2 4 49 2,45
2025/I ARISA UTAMA PBI 22 B 2 3 3 4 2 3 4 3 2 3 3 3 4 3 3 3 2 3 3 2 58 2,9
2025/I Harfiani Mulyati PBI 22 B 3 3 3 2 2 3 4 2 3 3 3 3 3 3 3 4 3 3 3 3 59 2,95
2025/I Harfina Mulyati PBI 22 B 3 3 3 2 2 3 4 2 3 3 3 3 3 3 3 4 3 3 3 3 59 2,95
2025/I Syara Putri asmida PBI 22 A 2 2 2 2 3 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 41 2,05
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Tanda Hijau Mahasiswa yang telah di wawancara
Descriptives
[DataSet1] C:\Users\USER\Documents\SPSS\hasil nilai questionnaire mahasiswa.sav
Descriptive Statistics
N Mean
Q.1 88 3,20
Q.2 88 3,05
Q.3 88 3,03
Q.4 88 3,14
Q.5 88 2,74
Q.6 88 2,97
Q.7 88 3,08
Q.8 88 2,84
Q.9 88 2,97
Q.10 88 2,85
Q.11 88 2,98
Q.12 88 2,97
QUESTIONNAIRE "THE USE OF AI T
VALIDITY AND RELIABILITY
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60%
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26°C Cerah
14:04
16/07/2025

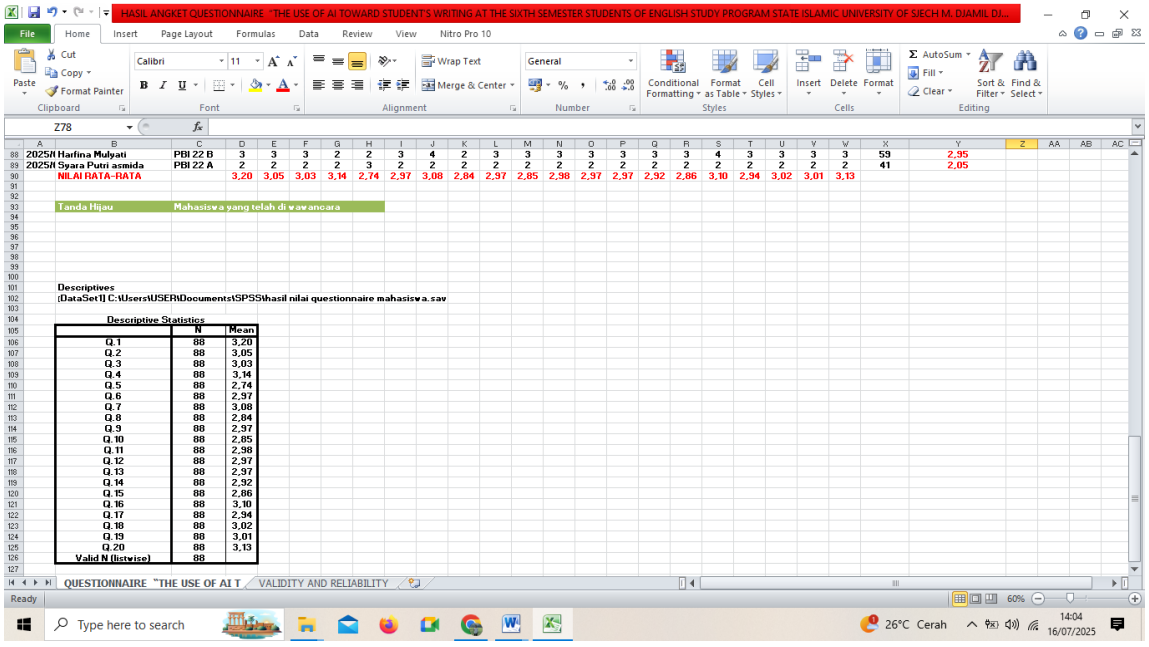
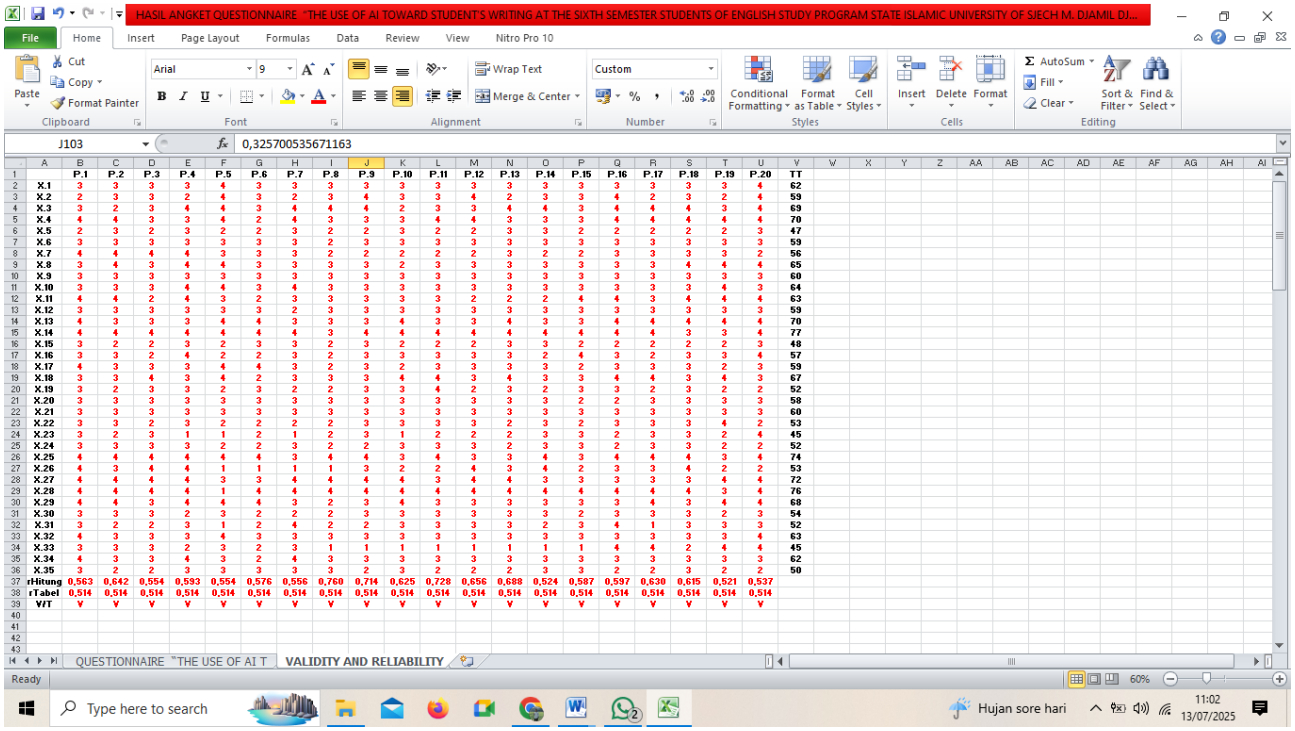

HASIL ANGKET QUESTIONNAIRE "THE USE OF AI TOWARD STUDENT'S WRITING AT THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY OF SJECH M. DJAMIL DJ...
File Home Insert Page Layout Formulas Data Review View Nitro Pro 10
Cut Copy Format Painter Paste Clipboard
Calibri 11 Font
Wrap Text Merge & Center Alignment
General Number
Conditional Formatting Format as Table Cell Styles Styles
Insert Delete Format Cells
AutoSum Fill Clear Sort & Filter Find & Select Editing
Z78
2025/I Harfina Mulyati PBI 22 B 3 3 3 2 2 3 4 2 3 3 3 3 3 3 3 4 3 3 3 3 59 2,95
2025/I Syara Putri asmida PBI 22 A 2 2 2 2 3 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 41 2,05
NILAI RATA-RATA 3,20 3,05 3,03 3,14 2,74 2,97 3,08 2,84 2,97 2,85 2,98 2,97 2,97 2,92 2,86 3,10 2,94 3,02 3,01 3,13
Tanda Hijau Mahasiswa yang telah di wawancara
Descriptives
[DataSet1] C:\Users\USER\Documents\SPSS\hasil nilai questionnaire mahasiswa.sav
Descriptive Statistics
N Mean
Q.1 88 3,20
Q.2 88 3,05
Q.3 88 3,03
Q.4 88 3,14
Q.5 88 2,74
Q.6 88 2,97
Q.7 88 3,08
Q.8 88 2,84
Q.9 88 2,97
Q.10 88 2,85
Q.11 88 2,98
Q.12 88 2,97
Q.13 88 2,97
Q.14 88 2,92
Q.15 88 2,86
Q.16 88 3,10
Q.17 88 2,94
Q.18 88 3,02
Q.19 88 3,01
Q.20 88 3,13
Valid N (listwise) 88
QUESTIONNAIRE "THE USE OF AI T
VALIDITY AND RELIABILITY
Ready
60%
Type here to search
26°C Cerah
14:04
16/07/2025

Table. Frequency of Respondent Answers

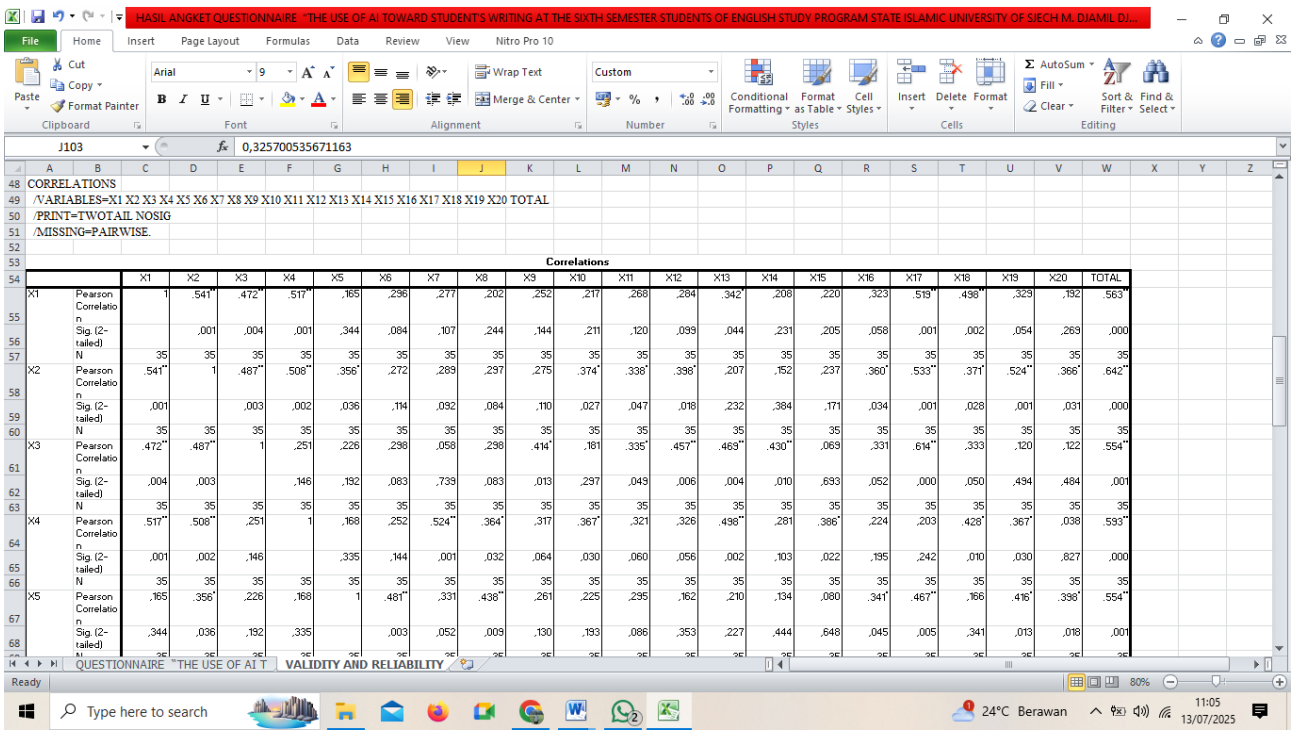
No	List	Strongly Disagree (SD),		Disagree (D),		Agree (A),		Strongly Agree (SA)	
		Total	Persen Tage	Total	Persen tage	Total	Persen Tage	Total	Persen tage
	Q1	**1**	**1,1%**	**11**	**11,7%**	**53**	**56,4%**	**29**	**30,9%**
	Q2	**0**	**0,0%**	**15**	**16%**	**58**	**61,7%**	**21**	**22,3%**
	Q3	**1**	**1,1%**	**14**	**14,9%**	**55**	**58,5%**	**24**	**25,5%**
	Q4	**2**	**2,1%**	**15**	**16%**	**43**	**45,7%**	**34**	**36,2%**
	Q5	**9**	**9,6%**	**30**	**31,9%**	**46**	**48,9%**	**9**	**9,6%**
	Q6	**2**	**2,1%**	**21**	**22,3%**	**50**	**53,2%**	**21**	**22,3%**
	Q7	**2**	**2,1%**	**20**	**21,3%**	**47**	**50%**	**25**	**26,6%**
	Q8	**2**	**2,1%**	**27**	**28,7%**	**48**	**51,1%**	**17**	**18,1%**
	Q9	**1**	**1,1%**	**16**	**17%**	**60**	**63,8%**	**17**	**18,1%**
	Q10	**4**	**4,3%**	**24**	**25,5%**	**49**	**52,1%**	**17**	**18,1%**
	Q11	**1**	**1,1%**	**14**	**14,9%**	**61**	**64,9%**	**18**	**19,1%**
	Q12	**1**	**1,1%**	**18**	**19,1%**	**55**	**58,5%**	**20**	**21,3%**
	Q13	**2**	**2,1%**	**16**	**17%**	**55**	**58,5%**	**21**	**22,3%**
	Q14	**2**	**2,1%**	**17**	**18,1%**	**60**	**63.8%**	**15**	**16%**
	Q15	**2**	**2,1%**	**22**	**23,4%**	**56**	**59,6%**	**14**	**14,9%**
	Q16	**1**	**1,1%**	**18**	**19,1%**	**47**	**50%**	**28**	**29,8%**
	Q17	**2**	**2,1%**	**20**	**21,3%**	**50**	**53,2%**	**22**	**23,4%**
	Q18	**0**	**0,0%**	**17**	**18,1%**	**56**	**59,6%**	**21**	**22,3%**
	Q19	**0**	**0,0%**	**17**	**18,1%**	**53**	**56,4%**	**24**	**25,5%**
	Q20	**0**	**0,0%**	**17**	**18,1%**	**53**	**56,4%**	**24**	**25,5%**

APPENDIX 13

VALIDATION & RELIABILITY TEST QUESTION



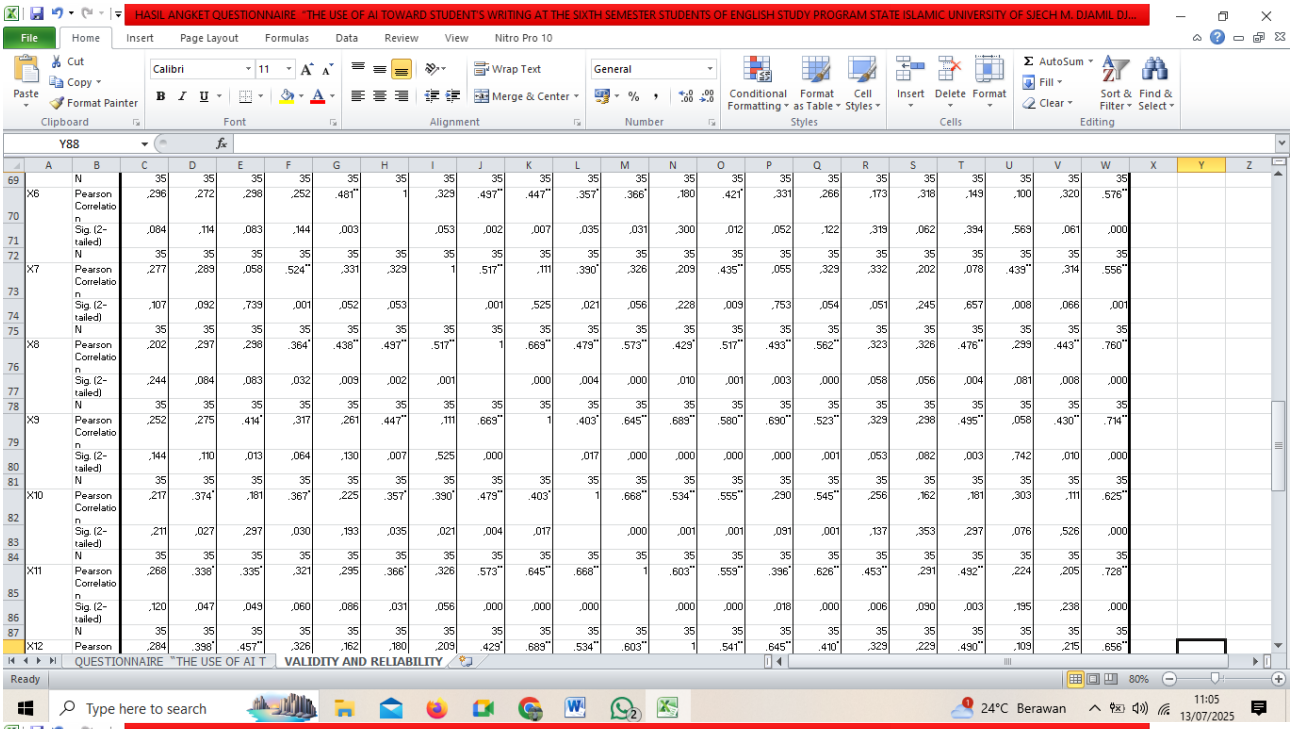
	P.1	P.2	P.3	P.4	P.5	P.6	P.7	P.8	P.9	P.10	P.11	P.12	P.13	P.14	P.15	P.16	P.17	P.18	P.19	P.20	TT
X.1	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	62
X.2	2	3	3	2	4	3	2	3	4	3	3	4	2	3	3	4	2	3	2	4	59
X.3	3	2	3	4	4	3	4	4	4	2	3	3	4	4	3	4	4	4	3	4	69
X.4	4	4	3	3	4	2	4	3	3	3	4	4	3	3	3	4	4	4	4	4	70
X.5	2	3	2	3	2	2	3	2	2	3	2	2	3	3	2	2	2	2	2	3	47
X.6	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	59
X.7	4	4	4	4	2	3	3	2	2	2	2	2	3	2	2	3	3	3	3	2	56
X.8	3	4	3	4	4	3	3	3	3	2	3	3	3	3	3	3	3	4	4	4	65
X.9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
X.10	3	3	3	4	4	3	4	3	3	3	3	3	3	3	3	3	3	3	4	3	64
X.11	4	4	2	4	3	2	3	3	3	3	3	2	2	2	4	4	3	4	4	4	63
X.12	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59
X.13	4	3	3	3	4	3	3	3	4	3	3	3	4	3	3	4	4	4	4	4	70
X.14	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	3	3	4	77
X.15	3	2	2	3	2	3	3	2	3	2	2	2	3	3	2	2	2	2	2	3	48
X.16	3	3	2	4	2	2	3	2	3	3	3	3	3	2	4	3	2	3	3	4	57
X.17	4	3	3	3	4	4	3	2	3	2	3	3	3	3	2	3	3	3	2	3	59
X.18	3	3	4	3	4	2	3	3	3	4	4	3	4	3	3	4	4	3	4	3	67
X.19	3	2	3	3	2	3	2	2	3	3	4	2	3	2	3	3	2	3	2	2	52
X.20	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	58
X.21	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
X.22	3	3	2	3	2	2	2	2	3	3	3	3	2	3	2	3	3	3	4	2	53
X.23	3	2	3	1	1	2	1	2	3	1	2	2	2	3	3	2	3	3	2	4	45
X.24	3	3	3	3	2	2	3	2	2	3	3	3	2	3	3	2	3	3	2	2	52
X.25	4	4	4	4	4	3	4	4	3	4	3	3	4	4	4	3	4	4	3	4	74
X.26	4	3	4	4	1	1	1	1	3	2	2	4	3	4	2	3	3	4	2	2	53
X.27	4	4	4	4	3	3	4	4	4	4	4	4	4	3	3	3	3	4	4	4	72
X.28	4	4	4	4	1	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	76
X.29	4	4	3	4	4	4	3	2	3	4	3	3	3	3	3	3	4	3	4	4	68
X.30	3	3	3	2	3	2	2	2	3	3	3	3	3	3	2	3	3	3	2	3	54
X.31	3	2	2	3	1	2	4	2	2	3	3	3	3	2	3	4	1	3	3	3	52
X.32	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	63
X.33	3	3	3	2	3	2	3	1	1	1	1	1	1	1	1	4	4	2	4	4	45
X.34	4	3	3	4	3	2	4	3	3	3	3	3	3	3	3	3	3	3	3	3	62
X.35	3	2	2	3	3	3	3	3	2	3	2	2	2	3	3	2	2	3	2	2	50
rHitung	0,563	0,642	0,554	0,593	0,554	0,576	0,556	0,760	0,714	0,625	0,728	0,656	0,688	0,524	0,587	0,597	0,630	0,615	0,521	0,537	
rTabel	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	0,514	
VIT	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	

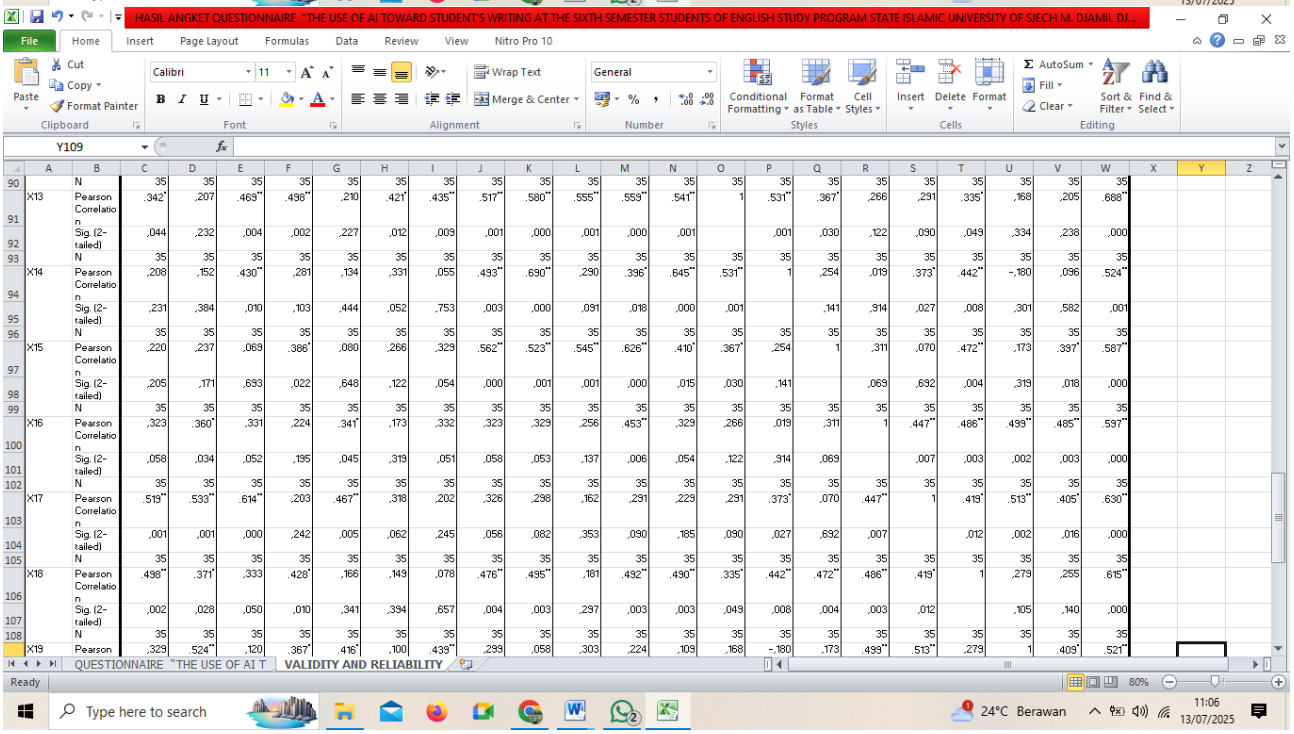


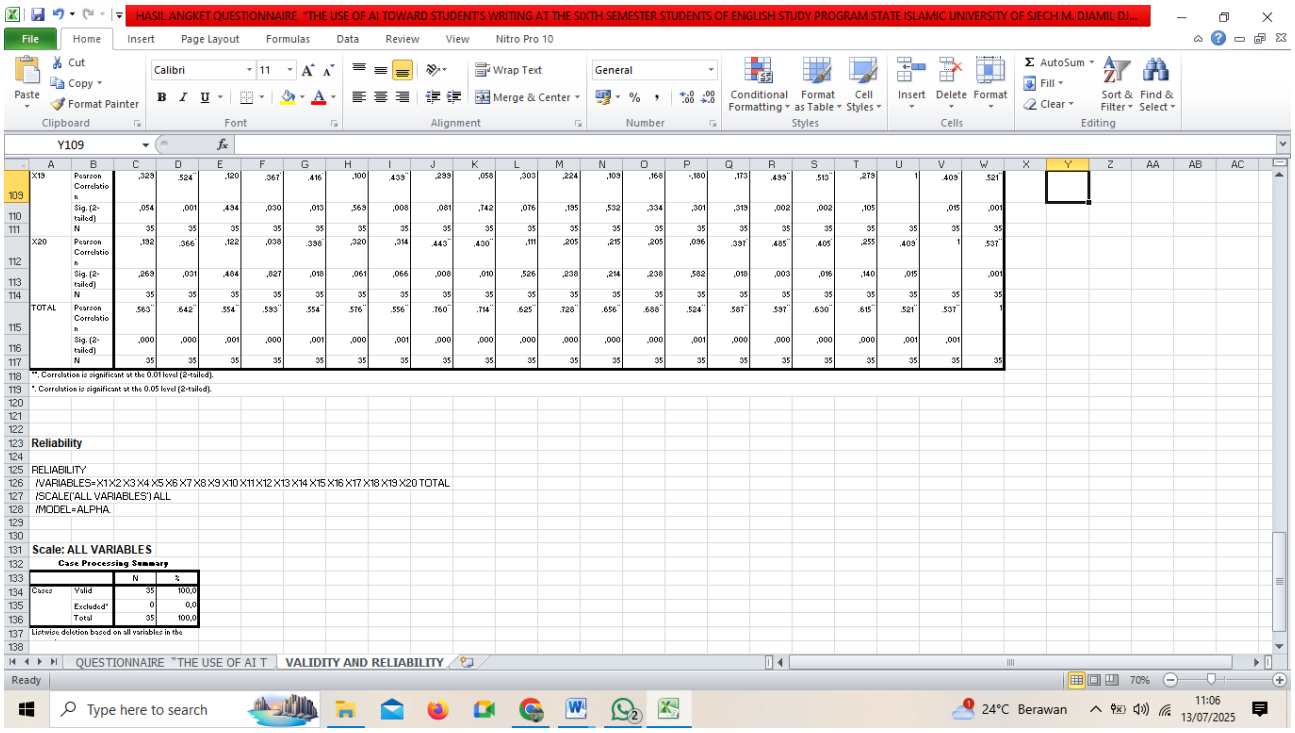
CORRELATIONS
/VARIABLES=X1 X2 X3 X4 X5 X6 X7 X8 X9 X10 X11 X12 X13 X14 X15 X16 X17 X18 X19 X20 TOTAL
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.

Correlations

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	TOTAL
X1	Pearson Correlation	1	,541**	,472**	,517**	,165	,296	,277	,202	,252	,217	,268	,284	,342*	,208	,220	,323	,519**	,498**	,329	,192	,563**
	Sig. (2-tailed)		,001	,004	,001	,344	,084	,107	,244	,144	,211	,120	,099	,044	,231	,205	,058	,001	,002	,054	,269	,000
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
X2	Pearson Correlation	,541**	1	,487**	,508**	,356*	,272	,289	,297	,275	,374*	,338*	,398*	,207	,152	,237	,360*	,533**	,371*	,524**	,366*	,642**
	Sig. (2-tailed)	,001		,003	,002	,036	,114	,092	,084	,110	,027	,047	,018	,232	,384	,171	,034	,001	,028	,001	,031	,000
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
X3	Pearson Correlation	,472**	,487**	1	,251	,226	,298	,058	,298	,414*	,181	,335*	,457**	,469**	,430**	,069	,331	,614**	,333	,120	,122	,554**
	Sig. (2-tailed)	,004	,003		,146	,192	,083	,739	,083	,013	,297	,049	,006	,004	,010	,693	,052	,000	,050	,494	,484	,001
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
X4	Pearson Correlation	,517**	,508**	,251	1	,168	,252	,524**	,364*	,317	,367*	,321	,326	,438**	,281	,386*	,224	,203	,428*	,367*	,038	,593**
	Sig. (2-tailed)	,001	,002	,146		,335	,144	,001	,032	,064	,030	,060	,056	,002	,103	,022	,195	,242	,010	,030	,827	,000
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
X5	Pearson Correlation	,165	,356*	,226	,168	1	,481**	,331	,438**	,261	,225	,295	,162	,210	,134	,080	,341*	,467**	,166	,416*	,398*	,554**
	Sig. (2-tailed)	,344	,036	,192	,335		,003	,052	,009	,130	,193	,086	,353	,227	,444	,648	,045	,005	,341	,013	,018	,001


HASIL ANGKET QUESTIONNAIRE "THE USE OF AI TOWARD STUDENT'S WRITING AT THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY OF SJECH M. DJAMIL DJ...
Y88
QUESTIONNAIRE "THE USE OF AI T
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HASIL ANGKET QUESTIONNAIRE "THE USE OF AI TOWARD STUDENT'S WRITING AT THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM STATE ISLAMIC UNIVERSITY OF SJECH M. DJAMIL DJ...
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X19	Pearson Correlation	,329	,524**	,120	,367*	,416*	,100	,439**	,293	,058	,303	,224	,103	,168	-,180	,173	,439**	,513**	,279	1	,409*	,521**		
	Sig. (2-tailed)	,054	,001	,494	,030	,013	,569	,008	,081	,742	,076	,195	,532	,334	,301	,319	,002	,002	,105		,015	,001		
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35		
X20	Pearson Correlation	,192	,366*	,122	,038	,386*	,320	,314	,443**	,430*	,111	,205	,215	,205	,096	,337*	,485**	,405*	,255	,409*	1	,537**		
	Sig. (2-tailed)	,269	,031	,484	,827	,018	,061	,066	,008	,010	,526	,238	,214	,238	,582	,018	,003	,016	,140	,015		,001		
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35		
TOTAL	Pearson Correlation	,563**	,642**	,554**	,593**	,554**	,576**	,556**	,760**	,714**	,625**	,728**	,656**	,688**	,524**	,587**	,537**	,630**	,615**	,521**	,537**	1		
	Sig. (2-tailed)	,000	,000	,001	,000	,001	,000	,001	,000	,000	,000	,000	,000	,000	,001	,000	,000	,000	,000	,001	,001			
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35		

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Reliability

```
RELIABILITY
  /VARIABLES=X1 X2 X3 X4 X5 X6 X7 X8 X9 X10 X11 X12 X13 X14 X15 X16 X17 X18 X19 X20 TOTAL
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA.
```

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	35	100,0
	Excluded*	0	0,0
	Total	35	100,0

Listwise deletion based on all variables in the

APPENDIX 14

1. TRANSKIP INTERVIEWS : STUDENTS

Noted

R : Researcher

MT : Student's initials

Day/date: Wednesday / 25 june 2025

Student's name : Marsha Tsurayya

Class : PBI 6C

R : Assalamualaikum wr. wb, baik perkenalkan nama saya Dani Ramanda,mahasiswa semester 8 dan sedang melakukan penelitian terkait skripsi saya, sebelumnya dengan siapa saya berbicara?

MT : Baik perkenalkan nama saya Marsha Tsuryya, sekarang menempuh pendidikan semester 6, dan berasal dari kelas PBI 6C.

R : Oke marsha, di sini kan bang sedang meneliti terkait penggunakan AI dalam menulis mahasiswa semester 6, jadi pertanyaan bang yang pertama itu adalah Bagaimana alat bantu AI membantu Anda memilih kata yang lebih baik atau lebih akurat saat Anda menulis atau membuat karya tulis akademis lainnya?

MT : sebelumnya biasanya kalo marsya untuk menulis menggunakan tools AI nya itu Chat-GPT, jadi sebelum menulis itu marsha brainstorming dulu idenya dulu, ketika sudah menemukan ide kemudan Chat-GPTnya itu memberikan beberapa pilihan kata. Jika kata yang di berikan itu lebih professional tidak bisa marsha pahami biasanya marha buat promnya "make it simple language".

R : Pertanyaan yang kedua, Dapatkah Anda menjelaskan bagaimana alat bantu AI membantu Anda menulis dengan gaya yang lebih formal atau profesional selama penulisan akademis Anda?

MT : Kalau bagaimana AI membantu itu biasanya Marsha berikan contoh dulu bang. Misalnya Marsha ini disuruh membuat essay misalnya.Contoh Marsha ambil salah satu essay di internet terus Marsha copy di website itu. Kata-katanya penulisannya lebih formal gitu. Nah nanti dia akan CGPT itu biasanya dia meniru gaya penulisan dari contoh essay yang udah Marsha lampirkan di sana bang.Jadi biasanya Marsha lampirkan contoh dulu baru nanti CGPT itu yang bakal meniru. Berarti dari hasil artikel yang dimasukkan gitu kan.

R : Pertanyaan ke tiga, Pernahkah Anda menggunakan alat bantu AI dalam menulis untuk memeriksa plagiarisme? Jika ya, bagaimana alat ini membantu meningkatkan kualitas tulisan Anda?

MT : Pernah bang, dan kebetulan Marsha itu untuk merisa plagiarism dari CGPT itu Marsha pakai zero GPT. Nah nanti di zero GPT itu Marsha cek plagiarism-nya tinggi nggak Marsha meng-copy paste. Biasanya Marsha paraphrase dulu bang.Makanya nanti kalau udah dipakai di zero GPT biasanya persennya nggak terlalu tinggi gitu. Jadi kalau misalnya mau plagiarism berarti ada AI lain yang membantunya gitu kan. Luar bang pakai zero GPT itu.

R : Pertanyaan ke empat, Apakah Anda menggunakan alat bantu AI untuk membantu Anda membuat atau mengatur daftar pustaka saat menulis? Jika ya, bagaimana alat tersebut membantu Anda?

MT : Kalau untuk mengatur daftar pustaka nggak pernah bang.Karena Marsha kan pakai Mendeley. Jadi itu langsung otomatis kan. Nah kalau untuk mencari referensi biasanya ada.Misalnya cari coba berikan beberapa sumber misalnya artikel atau jurnal gitu. Tapi ketika Marsha menceknya itu emang Marsha cek lagi apakah ada jurnal itu. Kadang kan zero GPT itu cuma dia salah-salah aja ngasih jurnal atau sumbernya ternyata nggak ada gitu kan bang.Jadi Marsha cek lagi. Ada Marsha nyari referensi pakai AI tapi Marsha cek kembali. Oke oke bagus.

R : Pertanyaan ke lima, apakah alat bantu AI memberikan umpan balik yang sesuai dengan tulisan Anda? Jika ya, bagaimana umpan balik tersebut membantu Anda memperbaiki tulisan Anda?

MT : Kalau umpan balik yang diberikan AI itu kalau pertama kali Marsha ngasih instruksi itu kadang ada yang nggak sesuai sama apa yang Marsha harapkan gitu bang.Misalnya Marsha pengen berikan satu paragraf tentang topiknya misalnya tentang deskripsi gitu kan bang. Nah nanti dia itu malah mendeskripsikan misalnya orang gitu. Padahal yang Marsha minta misalnya bukan orang.Nah jadi emang Marsha harus ngasih instruksi yang lengkap. Baru sesuai dengan apa umpan balik yang Marsha harapkan gitu bang. Kalau misalkan Marsha nggak lengkap-lengkap ngasih instruksi, AI itu nanti dia ngasih yang belum sesuai sama apa yang kita harapkan gitu.

R : Pertanyaan ke enam, dapatkah Anda berbagi pengalaman Anda di mana alat bantu AI mengubah tingkat kesulitan tergantung pada kemajuan tulisan Anda? Bagaimana alat ini membantu Anda dalam menulis?

MT : kalau Marsha pribadi bang, kalau ketergantungan itu cuma untuk mencari ide atau topik yang mau Marsha angkat gitu bang.Tapi kalau misalkan untuk menulis, Marsha bisa. Cuman nanti bakal cek lagi itu emang ke AI. Maksudnya ketergantungan untuk membuat keseluruhan isi writing Marsha itu nggak.Cuman kalau emang buntu idenya emang larinya ke AI gitu bang. Jadi untuk brainstorm ideas atau mencari topik yang mau diangkat, itu emang Marsha pakai AI biar lebih terbuka gitu apa yang mau ditulis.

R : Pertanyaan ke tujuh, Dapatkah Anda menjelaskan situasi di mana alat bantu AI memberi Anda teks yang tidak memiliki konteks atau tidak sesuai dengan makna yang Anda inginkan? Bagaimana Anda menanganinya?

MT : ? Kalau Marsha pribadi waktu itu tentang translation sih bang.Marsha minta dia menerjemahkan teks tentang politik di situ, kemudian tuliskan kembali dalam bentuk translate di dalam bahasa Inggris gitu bang. Tapi yang malah diberi sama CGPT itu dia malah bukan mentranslate, malah mengubah kata-kata dari apa yang teks sumber yang Marsha berikan gitu. Padahal itu kan pengen Marsha tulis kembali gitu kan.Jadi dia malah ada merubah kata-katanya, merubah konteksnya, juga menambah-nambah kata jadi nggak sesuai sama teks sumbernya. Jadi cara Marsha itu emang pakai Marsha bilang translate kan sesuai konteks dan word to word translation gitu. Jadi Marsha clarify lagi.

R : . Pertanyaan yang ke delapan, Bagaimana Anda menangani keterbatasan alat bantu AI ketika alat bantu tersebut tidak sepenuhnya memahami konteks atau emosi dalam tulisan Anda?

MT : cara Marsha menanganinya itu memang carikan peribahasa yang equivalent dengan teks yang Marsha sediakan gitu. Jadi emang harus dicari peribahasa yang sama, artinya dengan peribahasa yang dibahasa Indonesia gitu Bang. Karena kan kalau AI itu dia kan kebanyakan limitasi konteksnya itu kan di budaya gitu, pasti peribahasa di Indonesia sama bahasa Inggris beda.

R : Pertanyaan yang ke sembilan, Pernahkah Anda menemukan informasi yang salah saat menggunakan alat bantu AI seperti ChatGPT, Blackboox AI, Perplexity AI, dan sebagainya? Bagaimana Anda memperbaikinya?

MT : Kalau misalnya informasi yang salah sering Bang. Kalau di CHPT itu biasanya cara Marsha yang kayak tadi, mengklarifikasi gitu, atau Marsha sediakan contoh yang benarnya, dilampirkan contoh yang benarnya seperti ini gitu.Kalau ada waktu itu Marsha nggak ketemu, tetap juga dia menyediakan informasi yang salah gitu Bang. Mungkin nggak tahu juga entah error apa-apa. Jadi Marsha pindah waktu itu ke Gemini, ya Gemini kalau nggak salah.Nah, Marsha pindah ke Gemini, baru dapat jawabannya. Jadi emang kalau misalkan di CHPT itu, Marsha klarifikasi dulu sampai dapat yang benar. Nah, kalau emang nggak benar lagi, baru Marsha pindah ke AI yang lain.

R : Pertanyaan yang ke sepuluh, Apa yang Anda lakukan untuk memverifikasi keakuratan informasi yang diberikan oleh alat bantu AI sebelum memasukkannya ke dalam tulisan Anda?

MT : Kalau untuk sumber, misalnya Marsha memverifikasinya ini akurat sumbernya apa enggak? Memang Marsha cari, misalnya di jurnal Google Scholar, Marsha cari, benar nggak jurnalnya ada? Kalau enggak ada, berarti enggak akurat. Kalau misalkan di penulisan translation waktu itu, Marsha minta terjemahannya dari CHPT.Kemudian Marsha klarifikasi lagi pakai GPL, sama nggak hasil translaternya itu sama yang di CHPT? Kalau misalkan beda, berarti bisa lihat lagi, bisa cek lagi Bang. Memang akurat nggak konteksnya itu apa enggak begitu bang.

R : Baik semua pertanyaan sudah di jawab, terima kasih kepada marsha sudah mau untuk bang interview, terlebih terkurang mohon maaf, Assalamualaikum wr. wb.

2. TRANSKIP INTERVIEWS : STUDENTS

Noted

R : Researcher

MRA : Student's initials

Day/date: Friday / 27 june 2025

Student's name : M. RIDHO ARDIANSYAH

Class : PBI 6B

R : Assalamualaikum wr. wb, baik perkenalkan nama saya Dani Ramanda,mahasiswa semester 8 dan sedang melakukan penelitian terkait skripsi saya, sebelumnya dengan siapa saya berbicara?

MRA : Baik perkenalkan nama saya M. RIDHO ARDIANSYAH, sekarang menempuh pendidikan semester 6, dan berasal dari kelas PBI 6B.

R : Oke Ridho , di sini kan bang sedang meneliti terkait penggunakan AI dalam menulis mahasiswa semester 6, jadi pertanyaan bang yang pertama itu adalah Bagaimana alat bantu AI membantu Anda memilih kata yang lebih baik atau lebih akurat saat Anda menulis atau membuat karya tulis akademis lainnya?

MRA : ya biasanya saya menggunakan AI, gitu. Kayak saya masukin form-nya, terus saya masukin apa yang mau dibahas terus ya itu nanti saya lihat di AI. AI itu cuma buat kayak brainstorming, gitu. Yang bagus gitu, kan. Misalnya bingung nih mau nulis paragraf apa kalimatnya dulu, gitu. Jadi pakai AI, teruslalu kita modif dari diri kita sendiri.

R : Pertanyaan yang kedua, Dapatkah Anda menjelaskan bagaimana alat bantu AI membantu Anda menulis dengan gaya yang lebih formal atau profesional selama penulisan akademis Anda?

MRA : Kalau menulis bahasa formal itu biasanya saya jarang menggunakan AI. Paling nyontoh dari artikel atau jurnal orang lain, gitu. Saya menggunakan AI, tapi kan bahasanya itu secontoh dari jurnal atau artikel orang lain atau bahkan deskripsi orang lain. Pertama, tapi beda bahasa. Tapi saya lebih menyesuaikan tapi mengikuti yang dari jurnal atau artikel, gitu.

R : Pertanyaan ke tiga, Pernahkah Anda menggunakan alat bantu AI dalam menulis untuk memeriksa plagiarisme? Jika ya, bagaimana alat ini membantu meningkatkan kualitas tulisan Anda?

MRA : Untuk menghindari plagiarism itu lebih ke apa ya misalnya ini kita copy-paste dari AI atau paragraph atau paragraph itu nggak full dari AI, gitu. Nanti kita dikit-dikit, gitu. Tapi kalau kita paraphrase dari AI itu juga nanti kan bakal deteksi, jadi saya jarang pakai AI buat paraphrase, gitu. Karena akhirnya juga bakalan terdeteksi.

R : Pertanyaan ke empat, Apakah Anda menggunakan alat bantu AI untuk membantu Anda membuat atau mengatur daftar pustaka saat menulis? Jika ya, bagaimana alat tersebut membantu Anda?

MRA : kalau untuk cari jurnal untuk daftar pustaka langsung itu lebih ke langsung ke webnya sih daripada AI misalnya.Kayak alat apa-apa gitu. Tapi yang benar-benar AI jarang karena memang mereka nggak nyambung referensinya gitu. Adapun adapun referensinya, adapun jurnalnya kadang belum tentu apa gitu belum tentu reperkasi yang baik gitu.

R : Pertanyaan ke lima, apakah alat bantu AI memberikan umpan balik yang sesuai dengan tulisan Anda? Jika ya, bagaimana umpan balik tersebut membantu Anda memperbaiki tulisan Anda?

MRA : Ada, tapi nggak 100 persen dipercayai hasil feedback AI itu kan? kita harus cari juga dari sumber lain atau usi lain untuk masukin itu

R : Pertanyaan ke enam, dapatkah Anda berbagi pengalaman Anda di mana alat bantu AI mengubah tingkat kesulitan tergantung pada kemajuan tulisan Anda? Bagaimana alat ini membantu Anda dalam menulis?

MRA : Dari AI itu kan kita tahu contoh-contoh konsep yang harus ditulis begini jadi kita bisa yang sebelumnya kita nggak bisa. Karena kita dari AI itu bisa kita mikirkan konsep apa-apa yang harus ditulis gitu. Dari AI itu kita Cuma mikir kata-kata apa gitu yang bisa digunakan.

R : Pertanyaan ke tujuh, Dapatkah Anda menjelaskan situasi di mana alat bantu AI memberi Anda teks yang tidak memiliki konteks atau tidak sesuai dengan makna yang Anda inginkan? Bagaimana Anda menanganinya?

MRA : Mengubah PROM perintahnya sih. Misalnya kayak menuliskan tentang efek dari sebuah media terhadap pembelajaran. Jadi misalnya yang tidak di jealskan AI itu nggak jelas sesuai keluar konteks.jadi ridho ulang denga prom Menuliskan sebuah pengertian atau penjelasan tentangefek dari media ini. Dan itu masih luas. Jadi kan AI pun menulisnya juga spesifik. Jadi kita perlu narrowing. Jadi dengan menuliskan dan misalnya memberikan pengertian contoh atau implementasi dari efek media ini misalnya media ini terhadap pembelajaran Bahasa Inggris.

R : . Pertanyaan yang ke delapan, Bagaimana Anda menangani keterbatasan alat bantu AI ketika alat bantu tersebut tidak sepenuhnya memahami konteks atau emosi dalam tulisan Anda?

MRA : Biasanya saya akan menangani keterbatasan alat bantu AI dengan memberikan konteks yang jelas dan spesifik dalam tulisan saya. Selain itu, saya juga akan memanfaatkan umpan balik dari teman atau dosen untuk memastikan bahwa pesan yang ingin saya sampaikan dipahami dengan baik.

R : Pertanyaan yang ke sembilan, Pernahkah Anda menemukan informasi yang salah saat menggunakan alat bantu AI seperti ChatGPT, Blackboox AI, Perplexity AI, dan sebagainya? Bagaimana Anda memperbaikinya?

MRA : saya sendiri bang memverifikasi keakuratan informasi yang diberikan oleh alat bantu AI langkah penting sebelum memasukkannya ke dalam tulisan saya.jadi untuk menemukan ulang informasi yang lebih spesifik lagi biasanya saya ubah lagi kalimat prom untuk informasi yang salah tersebut

R : Pertanyaan yang ke sepuluh, Apa yang Anda lakukan untuk memverifikasi keakuratan informasi yang diberikan oleh alat bantu AI sebelum memasukkannya ke dalam tulisan Anda?

MRA : Pertama itu ya menggunakan AI-nya gitu sama nggak ada banyaknya gitu kan. Terus kalau nggak gitu ya menggunakan artikel jurnal atau bahkan skripsi orang lain gitu sama nggakapa-apa yang dibahas gitu. Seperti menggunakan alat bantu AI yang lainnya sebagai untuk memverifikasi keakuratan informasi tersebut dan dengan menggunakan jurnal atau skripsi orang lain.

R : Baik semua pertanyaan sudah di jawab, terima kasih kepada ridho sudah mau untuk bang interview, terlebih terkurang mohon maaf, Assalamualaikum wr. Wb.

3. TRANSKIP INTERVIEWS : STUDENTS

Noted

R : Researcher

DF : Student's initials

Day/date: Friday / 27 june 2025

Student's name : Dina Fauziah

Class : PBI 6B

R : Assalamualaikum wr. wb, baik perkenalkan nama saya Dani Ramanda,mahasiswa semester 8 dan sedang melakukan penelitian terkait skripsi saya, sebelumnya dengan siapa saya berbicara?

DF : Baik perkenalkan nama saya Dina Fauziah, sekarang menempuh pendidikan semester 6, dan berasal dari kelas PBI 6C.

R : Oke Dina , di sini kan bang sedang meneliti terkait penggunakan AI dalam menulis mahasiswa semester 6, jadi pertanyaan bang yang pertama itu adalah Bagaimana alat bantu AI membantu Anda memilih kata yang lebih baik atau lebih akurat saat Anda menulis atau membuat karya tulis akademis lainnya?

DF : Ya, kan kadang-kadang itu pas menulis itu ya Bang, ada kata-kata yang nggak sesuai. Misalkan ada satu kata yang punya satu makna yang punya dua kata gitu kan. Terus kadang-kadang satu kata ini nggak sesuai sama yang mau kita sampaikan. Terus kadang-kadang Dina pakai AI buat nanya apa namanya, apa kata lain yang bagus untuk menyampaikan hal ini. Jadi, hal tersebut dapat disampaikan dengan baik.

R : Pertanyaan yang kedua, Dapatkah Anda menjelaskan bagaimana alat bantu AI membantu Anda menulis dengan gaya yang lebih formal atau profesional selama penulisan akademis Anda?

DF : Mungkin Dina kayak nyuruh tolong ubah, misalnya udah ada draft Dina gitu kan, terus Dina suruh tolong ubah ini dalam bahasa yang lebih formal atau bahasa yang lebih ilmiah. Kayak gitu, Bang.

R : Pertanyaan ke tiga, Pernahkah Anda menggunakan alat bantu AI dalam menulis untuk memeriksa plagiarisme? Jika ya, bagaimana alat ini membantu meningkatkan kualitas tulisan Anda?

DF : Pernah Bang, Yang kayak AI plagiarism gitu kan, terus dimasukin filenya, terus nanti dia udah ada aja langsung berapa persennya plagiarism-nya.

R : Pertanyaan ke empat, Apakah Anda menggunakan alat bantu AI untuk membantu Anda membuat atau mengatur daftar pustaka saat menulis? Jika ya, bagaimana alat tersebut membantu Anda?

DF : Iya, Bang, Soalnya kan kadang-kadang ada yang pasti kayak taktar postaka citasinya itu yang lama, jadi kayak mau cari yang terbaru itu ada yang similar kayak gitu tuh kadang-kadang pakai AI, Bang. Jadi AI yang Dina gunakan untuk mencari referensi tersebuta adalah Perplexity sama Chat-GPT.

R : Pertanyaan ke lima, apakah alat bantu AI memberikan umpan balik yang sesuai dengan tulisan Anda? Jika ya, bagaimana umpan balik tersebut membantu Anda memperbaiki tulisan Anda?

DF : Biasanya Umpan balik yang dberikan itu sudah sesuai tapi tulisan yang Dina gunakan sebelumnya Dina ubah dikit-dikit, Bang. Hasil dari AI itu diubah-ubah lagi. Sesuai sama yang Dina pakai.

R : Pertanyaan ke enam, dapatkah Anda berbagi pengalaman Anda di mana alat bantu AI mengubah tingkat kesulitan tergantung pada kemajuan tulisan Anda? Bagaimana alat ini membantu Anda dalam menulis?

DF : dari pengalaman Dina selama menulis dipermudahkan karena ada AI. Jadi tulisan yang tadinya mungkin begitu-begitu aja tambah AI itu mungkin ada tambahan variasi, tambahan style. Berarti kan mengubah tingkat tulisan Dina.

R : Pertanyaan ke tujuh, Dapatkah Anda menjelaskan situasi di mana alat bantu AI memberi Anda teks yang tidak memiliki konteks atau tidak sesuai dengan makna yang Anda inginkan? Bagaimana Anda menanganinya?

DF : Jarang sih, Bang, kalau kayak gitu. Biasanya sesuai. Apalagi kalau misalnya yang kita minta itu jelas dan detail mungkin hasilnya bakal sesuai terus.jika pun ada Menanganinya, ya nggak ulang lagi, Bang. Promnya Dina susun lagi kata-katanya yang baik, baru hasilnya bakal sesuai dengan yang diinginkan.

R : Pertanyaan yang ke delapan, Bagaimana Anda menangani keterbatasan alat bantu AI ketika alat bantu tersebut tidak sepenuhnya memahami konteks atau emosi dalam tulisan Anda?

DF : Dina ulang lagi sih, Bang. Pemintaannya itu sampai benar- benar sesuai sama yang Dina mau.Kalau misalnya masih nggak sesuai juga, berarti Dina ketik ulang aja sendiri. Bikin sendiri aja lagi, gitu. Atau mencoba AI yang lain.

R : Pertanyaan yang ke sembilan, Pernahkah Anda menemukan informasi yang salah saat menggunakan alat bantu AI seperti ChatGPT, Blackboox AI, Perplexity AI, dan sebagainya? Bagaimana Anda memperbaikinya?

DF : Pernah sih, Bang. Tapi itu kayak misalnya dia salah ngasih citasi-citasinya gitu, terus di-crosscheck lagi, dicari tahu lagi apa benar, kayak misalnya peneliti ini pernah ngomong ini, gitu. Kita cari ulang lagi secara manual. Berarti caranya itu mencari orang secara manual dari informasi yang tidak jelas tersebut.

R : Pertanyaan yang ke sepuluh, Apa yang Anda lakukan untuk memverifikasi keakuratan informasi yang diberikan oleh alat bantu AI sebelum memasukkannya ke dalam tulisan Anda?

DF : Biasanya sih Dina tanyain lagi ke AI itu, kayak apakah sudah benar, tolong jelaskan kebenarannya itu dengan bukti-buktinya, terus nanti muncul semuanya itu kayak bukti-buktinya gitu, Bang. misalnya kan udah minta di CGPT itu kan, kayak suruh bantu buatin gini-gini, kayak berita-beritanya gitu kan. Terus udah hasilnya kan, terus nanti ditanyain lagi apakah itu sudah benar, tolong belikan, apa namanya, kayak evidence-nya, kayak bukti-buktinya kayak gitu kan.

R : Baik semua pertanyaan sudah di jawab, terima kasih kepada Dina sudah mau untuk bang interview, terlebih terkurang mohon maaf, Assalamualaikum wr. Wb.

4. TRANSKIP INTERVIEWS : STUDENTS

Noted

R : Researcher

IS : Student's initials

Day/date: Sunday / 06 july 2025

Student's name : Irfan Septian Yunus

Class : PBI 6B

R : Assalamualaikum wr. wb, baik perkenalkan nama saya Dani Ramanda,mahasiswa semester 8 dan sedang melakukan penelitian terkait skripsi saya, sebelumnya dengan siapa saya berbicara?

IS : Baik perkenalkan nama saya Irfan Septian Yunus, sekarang menempuh pendidikan semester 6, dan berasal dari kelas PBI 6B.

R : Oke Irfan , di sini kan bang sedang meneliti terkait penggunakan AI dalam menulis mahasiswa semester 6, jadi pertanyaan bang yang pertama itu adalah Bagaimana alat bantu AI membantu Anda memilih kata yang lebih baik atau lebih akurat saat Anda menulis atau membuat karya tulis akademis lainnya?

IS : Biasanya, saya menggunakan AI untuk membantu saya dalam pemeriksaan ejaan dan tata bahasa kemudian pemilihan kata yang lebih akurat terus, meningkatkan kejelasan dan cohesion kemudian, penggunaan terminologi yang tepat dalam penulisan kemudian, bisa juga untuk pemeriksaan plagiarisme mungkin, sekian dari saya.

R : Pertanyaan yang kedua, Dapatkah Anda menjelaskan bagaimana alat bantu AI membantu Anda menulis dengan gaya yang lebih formal atau profesional selama penulisan akademis Anda?

IS : Menurut saya, itu sangat membantu Bang, karena dalam penggunaannya kita dapat pemeriksaan tata bahasa kita sudah betul atau belum. Kemudian, struktur kalimat yang lebih kompleks dan penggunaan terminologi yang tepat dalam penulisan.

R : Pertanyaan ke tiga, Pernahkah Anda menggunakan alat bantu AI dalam menulis untuk memeriksa plagiarisme? Jika ya, bagaimana alat ini membantu meningkatkan kualitas tulisan Anda?

IS : ya pernah menggunakan AI dalam pemeriksaan plagiarism-nya dengan cara mendeteksi kesamaan teks yang saya buat, kemudian mengidentifikasi sumber-sumber yang saya ambil. Dan terakhir itu, memberikan saran perbaikan dalam penulisannya.

R : Pertanyaan ke empat, Apakah Anda menggunakan alat bantu AI untuk membantu Anda membuat atau mengatur daftar pustaka saat menulis? Jika ya, bagaimana alat tersebut membantu Anda?

IS : Alat bantu AI itu dapat membantu saya dalam membuat atau mengatur daftar kustaka dengan cara mengatur format, karena AI dapat membantu mengaturan daftar kustaka sesuai dengan gaya penulisan yang saya inginkan. Kemudian mengidentifikasi sumber yang saya dapat, dan menghindari kesalahan-kesalahan kata yang saya buat di dalam penulisannya.

R : Pertanyaan ke lima, apakah alat bantu AI memberikan umpan balik yang sesuai dengan tulisan Anda? Jika ya, bagaimana umpan balik tersebut membantu Anda memperbaiki tulisan Anda?

IS : Benar, karena alat bantu AI dapat memberikan upan balik yang sesuai dengan tulisan yang saya buat. Upan balik tersebut dapat membantu saya dalam memperbaiki tulisan dengan beberapa cara, yaitu mengidentifikasi kesalahan yang terdapat dalam penulisan seperti kesalahan hejaan, kata bahasa, dan yang lainnya.Kemudian meningkatkan kejelasan di mana dalam penulisan saya pernah membuat kesalahan. Itu tidak jelas dan dibantu AI untuk menjelaskan tulisan yang saya buat. Kemudian mengoptimalkan struktur, seperti struktur kalimat dan paragraf yang benar, dan meningkatkan gaya penulisan yang lebih efektif.

R : Pertanyaan ke enam, dapatkah Anda berbagi pengalaman Anda di mana alat bantu AI mengubah tingkat kesulitan tergantung pada kemajuan tulisan Anda? Bagaimana alat ini membantu Anda dalam menulis?

IS : Kalau bantu AI itu dapat mengubah tingkat kesulitan yang saya lakukan dalam penulisan. Karena saya dalam penulisan bahasa Inggris masih memiliki banyak kekurangan. Makanya dengan AI dapat membantu dalam kemajuan saya untuk menulis dalam bahasa Inggris.

R : Pertanyaan ke tujuh, Dapatkah Anda menjelaskan situasi di mana alat bantu AI memberi Anda teks yang tidak memiliki konteks atau tidak sesuai dengan makna yang Anda inginkan? Bagaimana Anda menanganinya?

IS : Alat bantu AI dapat memberikan teks yang tidak memiliki konteks oleh karena itu saya dalam penggunaan AI itu kerja dua kali untuk memudahkan dan memperjelas apakah yang saya cari itu sesuai dengan yang saya inginkan atau tidak. Seperti kadang pemeriksaan konteksnya yang salah atau ubah input yang tidak sesuai. Kemudian editan hasil bantu dari AI itu kadang ada salah dengan itulah saya memilih untuk mencari dan memperjelas dalam penulisan menggunakan AI.

R : Pertanyaan yang ke delapan, Bagaimana Anda menangani keterbatasan alat bantu AI ketika alat bantu tersebut tidak sepenuhnya memahami konteks atau emosi dalam tulisan Anda?

IS : Untuk itu, saya mungkin menggunakan beberapa cara.Yang pertama itu pemeriksaan hasil yang dikeluarkan oleh AI itu. Kemudian untuk menggunakan alat bantu yang lain sebagai referensi mempermudah saya untuk memahami kata-kata yang diberikan oleh AI tersebut.

R : Pertanyaan yang ke sembilan, Pernahkah Anda menemukan informasi yang salah saat menggunakan alat bantu AI seperti ChatGPT, Blackboox AI, Perplexity AI, dan sebagainya? Bagaimana Anda memperbaikinya?

IS : Yang pertama itu, Irfan memeriksa konteks yang Irfan cari tersebut. Apakah itu sudah benar atau belum? dan untuk meyakinkan yang dikeluarkan oleh AI itu benar atau salah, Irfan juga menggunakan sumber-sumber dari AI yang lainnya. Untuk membantu Irfan memudahkan memahami bahasa dalam Bahasa Inggris yang dikeluarkan oleh AI tersebut.

R : Pertanyaan yang ke sepuluh, Apa yang Anda lakukan untuk memverifikasi keakuratan informasi yang diberikan oleh alat bantu AI sebelum memasukkannya ke dalam tulisan Anda?

IS : Mungkin yang pertama itu Irfan memeriksa sumber dan informasi yang diberikan oleh AI itu, apakah sumber itu yang terpercaya dan relevan. Kemudian mencari konfirmasi dari sumber lain untuk memastikan keakurasian informasi yang diberikan AI.

R : Baik semua pertanyaan sudah di jawab, terima kasih kepada irfan sudah mau untuk bang interview, terlebih terkurang mohon maaf, Assalamualaikum wr. Wb.

5. TRANSKIP INTERVIEWS : STUDENTS

Noted

R : Researcher

NP : Student's initials

Day/date: Sunday / 06 july 2025

Student's name : Nadila Putri

Class : PBI 6A

R : Assalamualaikum wr. wb, baik perkenalkan nama saya Dani Ramanda,mahasiswa semester 8 dan sedang melakukan penelitian terkait skripsi saya, sebelumnya dengan siapa saya berbicara?

NP : Baik perkenalkan nama saya Nadila Putri , sekarang menempuh pendidikan semester 6, dan berasal dari kelas PBI 6A.

R : Oke Nadila Putri , di sini kan bang sedang meneliti terkait penggunakan AI dalam menulis mahasiswa semester 6, jadi pertanyaan bang yang pertama itu adalah Bagaimana alat bantu AI membantu Anda memilih kata yang lebih baik atau lebih akurat saat Anda menulis atau membuat karya tulis akademis lainnya?

NP : Biasanya setelah menulis, saya suka minta AI bantu dengan prompt sederhana.Kayak bikin, buatlah paragraf ini lebih pas buat tulisan akademis doang gitu. AI-nya bakal nyedarin pilihan kata yang lebih tepat atau formal. Jadi tulisan saya terasa lebih polis gitu dan sesuai standar akademis

R : Pertanyaan yang kedua, Dapatkah Anda menjelaskan bagaimana alat bantu AI membantu Anda menulis dengan gaya yang lebih formal atau profesional selama penulisan akademis Anda?

NP : Biasanya saya suruh AI bikin versi profesional dari tulisan saya, terus saya bandingin sama draft asli. Kalau ada kalimat atau fasa dari AI yang kelihatan lebih cami, saya comot buat ganti yang kurang oke. Jadi saya kayak punya editor pribadi gitu.

R : Pertanyaan ke tiga, Pernahkah Anda menggunakan alat bantu AI dalam menulis untuk memeriksa plagiarisme? Jika ya, bagaimana alat ini membantu meningkatkan kualitas tulisan Anda?

NP : Sejauh ini jujur ya, saya lebih percaya sama itu saya terimitin.Tapi kan itu berbayar. Jadi saya biasanya pastiin tulisan saya original dengan menulis dari mal dan pas cek sama-sama yang saya pakai.Jadi nggak pernah pakai alat itu.

R : Pertanyaan ke empat, Apakah Anda menggunakan alat bantu AI untuk membantu Anda membuat atau mengatur daftar pustaka saat menulis? Jika ya, bagaimana alat tersebut membantu Anda?

NP : Iya, kalau bikin nggak pernah sih.Lebih ke aturnya. Saya sering pakai AI, salah satu AI-nya itu namanya Cici Bang. Terus ngatur petak-petaknya ini gampang.Saya masukin dulu dokumen yang udah ada di dalamnya. Terus saya kasih prompt ke perintah, kumpulin semua referensi dan urutin berdasarkan aja. AI-nya langsung rapiin, hemat waktu gitu.

R : Pertanyaan ke lima, apakah alat bantu AI memberikan umpan balik yang sesuai dengan tulisan Anda? Jika ya, bagaimana umpan balik tersebut membantu Anda memperbaiki tulisan Anda?

NP : ya, sejauh ini emang kebanyakan umpan baliknya cukup membantu. Misalnya pas menulis akademis kan ada pola tentu kayak pattern atau keywords gitu kan yang kurang aku hafal. Jadi pas menulis bisa cari-cari mau bikin tulisan kayak sekuen sebab akibat, salah-salah tulis ya, tergomentasi.AI-nya ini membantu buat nyari pola yang pas, terus nyaranin kata kunci yang bikin tulisannya lebih terstruktur gitu. Jadi lebih jelas nggak ngelantur gitu.

R : Pertanyaan ke enam, dapatkah Anda berbagi pengalaman Anda di mana alat bantu AI mengubah tingkat kesulitan tergantung pada kemajuan tulisan Anda? Bagaimana alat ini membantu Anda dalam menulis?

NP : Dari pengalaman saya, makin sering saya jadi lebih suka sama gaya penulisan akademis yang bagus itu. Dalah kan saya kira tulisan itu udah oke, ternyata itu masih draft, ternyata masih ala free writing gitu.Nah, AI-nya membantu menunjukkan mana yang perlu direvisi, kayak bikin color yang lebih bagus dibaca, atau nyaranin kosa kata yang lebih variatif. Nah, lama-lama saya belajar bikin tulisan yang logis, tapi tetap nyaman dibaca.

R : Pertanyaan ke tujuh, Dapatkah Anda menjelaskan situasi di mana alat bantu AI memberi Anda teks yang tidak memiliki konteks atau tidak sesuai dengan makna yang Anda inginkan? Bagaimana Anda menanganinya?

NP : Pernah bang, sering kali ya. Biasanya karena prompt-nya mungkin kurang spesifik atau ada apa gitu. Dari ketika saya, kalau udah gitu saya sering otak-atik prompt-nya.Misal kayak kasih daftar kata atau konteks yang lebih detail sepertinya. Terus saya coba terus itu ulang-ulang sampai dapet hasil yang dimau gitu

R : Pertanyaan yang ke delapan, Bagaimana Anda menangani keterbatasan alat bantu AI ketika alat bantu tersebut tidak sepenuhnya memahami konteks atau emosi dalam tulisan Anda?

NP : Kalau menanganinya ya apalagi soal emosi. AI ini kan memang tidak bisa menangkap konteks atau emosi.Jadi saya biasanya berhenti dulu, pindah ke AI lain. Kita AI sudah banyak sekarang, karena chat GPT itu kesannya memang sekarang baku. Saya coba AI lain.Brooks AI juga lebih natural bahasanya. (10:56) Itu sudah bagus, ya lanjut. Tapi kalau tidak, saya balik ke manual saja.

R : Pertanyaan yang ke sembilan, Pernahkah Anda menemukan informasi yang salah saat menggunakan alat bantu AI seperti ChatGPT, Blackboox AI, Perplexity AI, dan sebagainya? Bagaimana Anda memperbaikinya?

NP : Kalau kadang-kadang, ada memang.Terutama kalau referensinya kurang valid, kayak chat GPT itu suka ngawur. Terlalu jauh referensinya. Kalau yang jauh, saya biasanya langsung cek ulang pakai Google saja.Cari artikel, atau jurnal, atau buku yang readable. Karena AI ini memang bantu cepetin proses, tapi masih sering saya cross-cek.

R : Pertanyaan yang ke sepuluh, Apa yang Anda lakukan untuk memverifikasi keakuratan informasi yang diberikan oleh alat bantu AI sebelum memasukkannya ke dalam tulisan Anda?

NP : Mungkin sama seperti jawaban saya tadi. Saya selalu cek ulang sumber aslinya.Entah dari buku, artikel, atau jurnal yang sudah terpercaya. AI cuma bantu kasih gambaran awal saja. Tapi buat pastikan keaturannya, pasti cari sendiri referensinya.Jadi tidak selalu cuma info dari AI tanpa validasi.

R : Baik semua pertanyaan sudah di jawab, Saya mengucapkan terima kasih kepada Nadila yang telah menjadi respondent terjumpa.terima kasih kepada nadila sudah mau untuk bang interview, terlebih terkurang mohon maaf, Assalamualaikum wr. wb.

6. TRANSKIP INTERVIEWS : STUDENTS

Noted

R : Researcher

SA : Student's initials

Day/date: Thursday / 10 july 2025

Student's name : Syahri Amaliawati

Class : PBI 6b

R : Assalamualaikum wr. wb, baik perkenalkan nama saya Dani Ramanda,mahasiswa semester 8 dan sedang melakukan penelitian terkait skripsi saya, sebelumnya dengan siapa saya berbicara?

SA : Baik perkenalkan nama saya Syahri Amaliawati, sekarang menempuh pendidikan semester 6, dan berasal dari kelas PBI 6B.

R : Oke Amel, di sini kan bang sedang meneliti terkait penggunakan AI dalam menulis mahasiswa semester 6, jadi pertanyaan bang yang pertama itu adalah Bagaimana alat bantu AI membantu Anda memilih kata yang lebih baik atau lebih akurat saat Anda menulis atau membuat karya tulis akademis lainnya?

SA : Ya, biasanya untuk membuat judulnya. Awalnya Amel itu bingung bagaimana cara membuat judul dengan susunan grammar atau dengan kata-kata yang lebih bagus. Jadi, Amel minta bantu AI untuk menyusun katanya itu yang bagus secara grammar dan nyambung juga gitu. Biasanya itu untuk judul sih, keseringan.

R : Pertanyaan yang kedua, Dapatkah Anda menjelaskan bagaimana alat bantu AI membantu Anda menulis dengan gaya yang lebih formal atau profesional selama penulisan akademis Anda?

SA : mel tidak pernah sih menggunakan AI untuk menilai itu. Biasanya Amel yang menilai kalau tulisan AI itu tidak formal atau formal gitu.Jadi, biasanya Amel kalau tulisannya terlihat tidak formal ya Amel minta ubah lagi ke lebih formal, suruh dia mengubah gitu sih.

R : Pertanyaan ke tiga, Pernahkah Anda menggunakan alat bantu AI dalam menulis untuk memeriksa plagiarisme? Jika ya, bagaimana alat ini membantu meningkatkan kualitas tulisan Anda?

SA : Amel tidak pernah menggunakan AI. Soalnya Amel tidak tahu AI mana yang lebih akurat untuk mengecek itu.Amel belum pernah sih. Biasanya Amel untuk mengecek plagiarism di joki.

R : Pertanyaan ke empat, Apakah Anda menggunakan alat bantu AI untuk membantu Anda membuat atau mengatur daftar pustaka saat menulis? Jika ya, bagaimana alat tersebut membantu Anda?

SA : Ya, sering. Amel sering menggunakan AI terutama untuk bikin misalnya daftar pusakanya itu style EPA atau MLE. Jadi biar tidak ribet ya langsung aja minta AI buat.

R : Pertanyaan ke lima, apakah alat bantu AI memberikan umpan balik yang sesuai dengan tulisan Anda? Jika ya, bagaimana umpan balik tersebut membantu Anda memperbaiki tulisan Anda?

SA : Sering kayak respon itu tidak sesuai dengan yang Amel inginkan. Jadi Amel bikin lagi di chat selanjutnya bukan begitu gitu.Jadi kita sejelaskan secara rinci lagi dari chat yang awal. Jadi kayak gitu dia respon sesuai dengan yang diinginkan.

R : Pertanyaan ke enam, dapatkah Anda berbagi pengalaman Anda di mana alat bantu AI mengubah tingkat kesulitan tergantung pada kemajuan tulisan Anda? Bagaimana alat ini membantu Anda dalam menulis?

SA : AI ini memang sangat membantu untuk menulis. Ya memang jujur memang Amel ketergantungan ke AI. Tapi tidak bisa selama ini gitu.Ya gimana ya, sering-sering aja membaca biar membaca tulisan orang lain gitu. Biar kita tuh tau lah bagaimana menggunakan tulisan yang berparuasi, tidak gitu-gitu aja.

R : Pertanyaan ke tujuh, Dapatkah Anda menjelaskan situasi di mana alat bantu AI memberi Anda teks yang tidak memiliki konteks atau tidak sesuai dengan makna yang Anda inginkan? Bagaimana Anda menanganinya?

SA : arang sih, tapi pas awal-awal dulu, awal-awal menggunakan AI dulu sering.Soalnya Amel itu memberikan perintahnya tidak jelas, kan dia tergantung PROM. Jadi kalau kita memberikan PROM yang jelas, ya pasti responnya itu sesuai dengan yang kita inginkan.

R : Pertanyaan yang ke delapan, Bagaimana Anda menangani keterbatasan alat bantu AI ketika alat bantu tersebut tidak sepenuhnya memahami konteks atau emosi dalam tulisan Anda?

SA : Amel kasih konteks yang lebih jelas, yang lebih detail. Soalnya kalau dengan Chat-GPT itu kan ada riwayatnya sebelum-sebelumnya.Jadi Chat-GPT ini bisa memahami dari awal sampai akhir.Jadi karena itu Amel dengan Chat-GPT biasanya. Kalau AI yang lain sama saja dengan Chat-GPT cuman Amel lebih suka Chat-GPT.

R : Pertanyaan yang ke sembilan, Pernahkah Anda menemukan informasi yang salah saat menggunakan alat bantu AI seperti ChatGPT, Blackboox AI, Perplexity AI, dan sebagainya? Bagaimana Anda memperbaikinya?

SA : Biasanya Amel memberikan perintah baru, misalnya sepertinya yang Anda tuliskan di atas itu salah.Jadi Amel perbarui prompnya.

R : Pertanyaan yang ke sepuluh, Apa yang Anda lakukan untuk memverifikasi keakuratan informasi yang diberikan oleh alat bantu AI sebelum memasukkannya ke dalam tulisan Anda?

SA : AMEL cek secara manual.Gitu aja sih.

R : Baik semua pertanyaan sudah di jawab, Saya mengucapkan terima kasih kepada Nadila yang telah menjadi respondent terjumpa.terima kasih kepada nadila sudah mau untuk bang interview, terlebih terkurang mohon maaf, Assalamualaikum wr. wb.

7. TRANSKIP INTERVIEWS : STUDENTS

Noted

R : Researcher

IF : Student's initials

Day/date: Thursday / 10 july 2025

Student's name : Indah Fahira D

Class : PBI 6C

R : Assalamualaikum wr. wb, baik perkenalkan nama saya Dani Ramanda,mahasiswa semester 8 dan sedang melakukan penelitian terkait skripsi saya, sebelumnya dengan siapa saya berbicara?

IF : Baik perkenalkan nama saya Indah Fahira D, sekarang menempuh pendidikan semester 6, dan berasal dari kelas PBI 6C.

R : Oke Indah, di sini kan bang sedang meneliti terkait penggunakan AI dalam menulis mahasiswa semester 6, jadi pertanyaan bang yang pertama itu adalah Bagaimana alat bantu AI membantu Anda memilih kata yang lebih baik atau lebih akurat saat Anda menulis atau membuat karya tulis akademis lainnya?

IF : adi, saya menggunakan alat bantu AI ini untuk mengetahui apakah karimat yang saya buat itu sudah benar secara grammar atau susunan katanya.

R : Pertanyaan yang kedua, Dapatkah Anda menjelaskan bagaimana alat bantu AI membantu Anda menulis dengan gaya yang lebih formal atau profesional selama penulisan akademis Anda?

IF : Kalau menurut orang Bahasa Indonesia itu diunggah untuk yang tadi kelimat itu lebih terdengar lebih syuriah dan lebih formal dan lebih benar-benar Inggris natural gitu.

R : Pertanyaan ke tiga, Pernahkah Anda menggunakan alat bantu AI dalam menulis untuk memeriksa plagiarisme? Jika ya, bagaimana alat ini membantu meningkatkan kualitas tulisan Anda?

IF : Kalau untuk plagiarism itu biasanya kalau buat kelimat itu kita ubah kelimatnya lebih ke yang Inggris yang kita pahami dulu. Tidak pakai AI untuk mengecek plagiarism.

R : Pertanyaan ke empat, Apakah Anda menggunakan alat bantu AI untuk membantu Anda membuat atau mengatur daftar pustaka saat menulis? Jika ya, bagaimana alat tersebut membantu Anda?

IF: Jadi Indah itu menggunakan AI itu untuk menyusun biar daftar pusakanya itu sesuai. an kita masukin sumber buku.Ya. Terus nanti minta dia menyebutkan sesuai objek.

R : Pertanyaan ke lima, apakah alat bantu AI memberikan umpan balik yang sesuai dengan tulisan Anda? Jika ya, bagaimana umpan balik tersebut membantu Anda memperbaiki tulisan Anda?

IF : Kadang yang kita lakukan itu sama AI jawabnya itu beda Bang.Jadi kita harus kayak nulis lagi perintahnya dengan yang lebih khusus lagi lebih rinci lagi perintahnya gitu Bang. Untuk bisa

membuat suatu kalimat dengan benar. Berarti kalau misalnya Indah itu kalau hasilnya itu nggak sesuai dengan yang Indah inginkan.

R : Pertanyaan ke enam, dapatkah Anda berbagi pengalaman Anda di mana alat bantu AI mengubah tingkat kesulitan tergantung pada kemajuan tulisan Anda? Bagaimana alat ini membantu Anda dalam menulis?

IF : Kalau menurut saya sih Bang, kalau untuk ketergantungan ke AI tidak juga sih Bang.Kalau AI ini digunakan untuk mengembangkan, untuk brainstorming misalnya lebih lagi Bang.

R : Pertanyaan ke tujuh, Dapatkah Anda menjelaskan situasi di mana alat bantu AI memberi Anda teks yang tidak memiliki konteks atau tidak sesuai dengan makna yang Anda inginkan? Bagaimana Anda menanganinya?

IF : Kadang kalau misalnya nggak sesuai itu ada materi yang kita bahas tentang materi yang ini, tapi dijawabnya tentang materi yang lain. Kalau caranya itu dibuat lebih perjelas dengan perintah untuk AI itu.

R : . Pertanyaan yang ke delapan, Bagaimana Anda menangani keterbatasan alat bantu AI ketika alat bantu tersebut tidak sepenuhnya memahami konteks atau emosi dalam tulisan Anda?

IF : Biasanya periksa sendiri, minta teman untuk periksakan tulisan yang kita buat. minta tolong, berarti minta bantu ke orang lain untuk meriksa tulisan Indah.

R : Pertanyaan yang ke sembilan, Pernahkah Anda menemukan informasi yang salah saat menggunakan alat bantu AI seperti ChatGPT, Blackboox AI, Perplexity AI, dan sebagainya? Bagaimana Anda memperbaikinya?

IF : Kalau menurut saya sih Bang, AI, ada informasi yang salah dari saat menggunakan alat bantu AI itu, lebih milih untuk lebih baca lagi bahwa materi tentang yang dituliskan, tau nggak itu tanya sama teman, itu minta tanya sama dosen.

R : Pertanyaan yang ke sepuluh, Apa yang Anda lakukan untuk memverifikasi keakuratan informasi yang diberikan oleh alat bantu AI sebelum memasukkannya ke dalam tulisan Anda?

SA : -

R : Baik semua pertanyaan sudah di jawab, Saya mengucapkan terima kasih kepada Nadila yang telah menjadi respondent terjumpa.terima kasih kepada nadila sudah mau untuk bang interview, terlebih terkurang mohon maaf, Assalamualaikum wr. wb.

8. TRANSKIP INTERVIEWS : STUDENTS

Noted

R : Researcher

I : Student's initials

Day/date: Thursday / 10 july 2025

Student's name : Ihram

Class : PBI 6B

R : Assalamualaikum wr. wb, baik perkenalkan nama saya Dani Ramanda,mahasiswa semester 8 dan sedang melakukan penelitian terkait skripsi saya, sebelumnya dengan siapa saya berbicara?

I : Baik perkenalkan nama saya Ihram, sekarang menempuh pendidikan semester 6, dan berasal dari kelas PBI 6B.

R : Oke Ihram, di sini kan bang sedang meneliti terkait penggunakan AI dalam menulis mahasiswa semester 6, jadi pertanyaan bang yang pertama itu adalah Bagaimana alat bantu AI membantu Anda memilih kata yang lebih baik atau lebih akurat saat Anda menulis atau membuat karya tulis akademis lainnya?

I : Kalau memilih kata-katanya itu tulis dulu ide-ide yang mau ditulis di tugas writing ini Misalnya mau nulis pengalaman liburan Jadi dirincikan apa saja yang bakal ditulis Misalnya main ke sini, main ke pantai, kasih ide dulu ke AI Nanti AI yang milih kata-katanya

R : Pertanyaan yang kedua, Dapatkah Anda menjelaskan bagaimana alat bantu AI membantu Anda menulis dengan gaya yang lebih formal atau profesional selama penulisan akademis Anda?

I : Tinggal kasih keyword, misalnya kalau penelitian Kasih perintah menggunakan kata-kata yang lebih formal Berarti lebih ke memberikan prompnya.

R : Pertanyaan ke tiga, Pernahkah Anda menggunakan alat bantu AI dalam menulis untuk memeriksa plagiarisme? Jika ya, bagaimana alat ini membantu meningkatkan kualitas tulisan Anda?

I : Kalau ada yang kata-katanya yang tidak sesuai, kurang cocok, itu lebih diganti-ganti saja Berarti kalau misalnya identifikasi itu plagiarism, lebih diganti lagi kata-kata yang lain

R : Pertanyaan ke empat, Apakah Anda menggunakan alat bantu AI untuk membantu Anda membuat atau mengatur daftar pustaka saat menulis? Jika ya, bagaimana alat tersebut membantu Anda?

I : Ya, benar Contohnya, misalnya buat latar belakang Misalnya, buatkan latar belakang tentang ini-ini, serta berikan referensi atau sumbernya gitu Berarti kalau begitu kan harus ada sumber, misalnya menggunakan buku dulu, apa saja isi sumber dari buku itu begitu.

R : Pertanyaan ke lima, apakah alat bantu AI memberikan umpan balik yang sesuai dengan tulisan Anda? Jika ya, bagaimana umpan balik tersebut membantu Anda memperbaiki tulisan Anda?

I : Untuk umpan balik, kalau AI yang langsung memberikan tidak ada lebih, Ihram saja yang bertanya Misalnya, saya menulis ini, tolong periksa gini-gini Apakah umpan balik yang Ihram berikan ke AI itu sudah sesuai

R : Pertanyaan ke enam, dapatkah Anda berbagi pengalaman Anda di mana alat bantu AI mengubah tingkat kesulitan tergantung pada kemajuan tulisan Anda? Bagaimana alat ini membantu Anda dalam menulis?

I : Pernah kedapatan, misalnya Fase SMA minta buatin modul untuk micro-teaching Kan di situ Fase 12 SMA itu Fase E ya? Perintahnya sudah benar kalau Fase 12, tapi pas di modul itu dia buatnya di Fase D, tidak sesuai Ketakutan sekali Pengalaman Ihram menggunakan alat bantu AI mengubah tingkat kesulitan ketergantungan kemajuan tulisan Ihram Karena ada AI.

R : Pertanyaan ke tujuh, Dapatkah Anda menjelaskan situasi di mana alat bantu AI memberi Anda teks yang tidak memiliki konteks atau tidak sesuai dengan makna yang Anda inginkan? Bagaimana Anda menanganinya?

I : Minta ulang saja, kayak yang tadi, misalnya Fase 12 SMA itu kan Fase E Terus AI buatnya itu di Fase D modul yang diminta, saya minta ulang, bukankah Fase 11 itu Fase E? Jadi tolong buatkan modul baru untuk Fase E Berarti lebih ke mengulang lagi pertanyaan yang lebih spesifik

R : . Pertanyaan yang ke delapan, Bagaimana Anda menangani keterbatasan alat bantu AI ketika alat bantu tersebut tidak sepenuhnya memahami konteks atau emosi dalam tulisan Anda?

I : Biasanya menulis, kalau misalnya AI yang satu tidak bisa membantu, pakai AI yang satunya lagi Biasanya dalam menulis, dalam writing biasanya lebih pakai satu AI Berarti tidak cuma terpakai pada satu AI, tapi ada yang lainnya sebagai backup

R : Pertanyaan yang ke sembilan, Pernahkah Anda menemukan informasi yang salah saat menggunakan alat bantu AI seperti ChatGPT, Blackboox AI, Perplexity AI, dan sebagainya? Bagaimana Anda memperbaikinya?

I : Macam-macam dalam memperbaikinya, bisa dari memperbaiki sendiri menurut pemahaman pribadi Terus bisa juga minta kejelasan dari AI itu, nanya lebih spesifik, atau bisa juga ke AI lain Untuk mencari informasi tersebut benar atau tidak? Tapi lebih seringnya pakai AI yang lain Lebih sering menggunakan AI yang lain untuk mencari informasi, kalau misalnya informasian di AI yang satu tidak jelas, berarti pakai AI yang lainnya

R : Pertanyaan yang ke sepuluh, Apa yang Anda lakukan untuk memverifikasi keakuratan informasi yang diberikan oleh alat bantu AI sebelum memasukkannya ke dalam tulisan Anda?

I : Yang pertama sesuaikan dengan pemahaman dulu, kalau misalnya tidak sampai, browsing-browsing lagi, cari tahu lagi, ini sudah benar tidak yang ditulis AI ini Itu bisa mencari tahunya ke AI yang lain, atau bisa juga searching di jurnal-jurnal lain. Jadi di AI yang lain betul tidak hasilnya Terus Ihram melihat lagi di jurnal-jurnal, oh ya ada berarti, kalau sudah benar berarti informasi itu valid Biasanya kan kalau nulis kan suka pakai lebih dari satu AI, jadi misalnya di AI 1 kayak gini, AI 2 kayak gini beda-beda, itu baru nyari tambah informasi dari jurnal Kalau misalnya AI 1 ngertain kayak gini, AI 2 ngertain sama, AI 3 yang berbeda, nah itu lebih dikombinasi saja

R : Baik semua pertanyaan sudah di jawab, Saya mengucapkan terima kasih kepada Nadila yang telah menjadi respondent terjumpa.terima kasih kepada nadila sudah mau untuk bang interview, terlebih terkurang mohon maaf, Assalamualaikum wr. wb.

9. TRANSKIP INTERVIEWS : STUDENTS

Noted

R : Researcher

IL : Student's initials

Day/date: Thursday / 11 july 2025

Student's name : Indah Lavenia

Class : PBI 6C

R : Assalamualaikum wr. wb, baik perkenalkan nama saya Dani Ramanda,mahasiswa semester 8 dan sedang melakukan penelitian terkait skripsi saya, sebelumnya dengan siapa saya berbicara?

IL : Baik perkenalkan nama saya Indah lavenia, sekarang menempuh pendidikan semester 6, dan berasal dari kelas PBI 6C.

R : Oke Indah, di sini kan bang sedang meneliti terkait penggunakan AI dalam menulis mahasiswa semester 6, jadi pertanyaan bang yang pertama itu adalah Bagaimana alat bantu AI membantu Anda memilih kata yang lebih baik atau lebih akurat saat Anda menulis atau membuat karya tulis akademis lainnya?

IL : Kalau membantu, tentu saja AI ini sangat membantu dalam penulisan kartus akademis. Apalagi sekarang kan di zaman modern, AI ini sangat sudah berkembang.Jadi, bagaimana pilihan kata yang lebih baik itu misalnya saat menulis teks writing proposal kemarin. Jadi, ada kan kata sisi yang secara harfiahnya memang terjangkau. Memilih katanya menggunakan AI.Awalnya sisi itu ada pertanyaan, tapi kurang masuk. Jadi, sisi minta bantuan misalnya melalui AI seperti chat GPT. Nanti chat GPT ini membantu sisi memberikan beberapa pilihan dalam pemilihan kata yang sesuai dalam konteks.

R : Pertanyaan yang kedua, Dapatkah Anda menjelaskan bagaimana alat bantu AI membantu Anda menulis dengan gaya yang lebih formal atau profesional selama penulisan akademis Anda?

IL : Kalau AI ini membantu dalam menulis dengan kaya yang lebih formal mungkin kan kita kalau menulis akademis tentu saja formal. Tetapi kita sebagai pembelajar mungkin seringkali menggunakan bahasa yang non formal dalam berbicara. Kadang-kadang saat berbicara kita sering menggunakannya dalam menulis juga.Untuk itu AI ini membantu dalam penulisan yang kaya yang lebih formal. Misalnya pengguna yang menggunakan adjektif yang lebih baik atau penggunaan verb dan grammarnya yang lebih tertata rapi. Tidak seperti bahasa yang speaking yang kita biasa gunakan sehari-hari. Sehingga AI ini sangat-sangat membantu untuk penggunaan kata yang lebih formal dalam penulisan akademis. Jadi misalnya chat GPT atau chat GPT menggunakan translate.Nanti mereka sisi beli untuk penggunaan bahasa yang lebih sesuai atau lebih masuk akal.

R : Pertanyaan ke tiga, Pernahkah Anda menggunakan alat bantu AI dalam menulis untuk memeriksa plagiarisme? Jika ya, bagaimana alat ini membantu meningkatkan kualitas tulisan Anda?

IL : Pernah Bang Zero itu plagiarism.Kayak itu Bang ada beberapa sisi coba mengecek. Mail atau artikel apa untuk mengecek plagiarism nya. Dan alat ini itu memang untuk mengecek.Misalnya banyak nggak kata-kata yang AI atau kata-kata yang dari orang lain yang tercatat dalam artikel kita. Jadi, kadang hal itu membuat kita kan nanti misalnya di penilaian dosen dan lain sebagainya itu tentu saja mengurangi nilai kita. Tentu saja kita sebenarnya kadang-kadang bahasa yang kita gunakan itu hampir-hampir mirip dengan lain.Jadi, sisi gunakan lah alat AI untuk memperiksa plagiarism ini. Dan alat ini membantu dalam misalnya ada humanizes AI yang memanusiakan bahasa dan lain sebagainya. Tapi kadang nggak terlalu tinggi kali plagiarism.Tapi kalau menggunakan, sisi menggunakan. Dan untuk membantunya mungkin sedikit membantu gitu Bang. Oke pertanyaan Bang yang keempat.

R : Pertanyaan ke empat, Apakah Anda menggunakan alat bantu AI untuk membantu Anda membuat atau mengatur daftar pustaka saat menulis? Jika ya, bagaimana alat tersebut membantu Anda?

IL : Kalau mencari referensi, yang pertama kan sisi cari bukunya dulu Bang. Cari apanya, baru Bang gunakan AI.Misalnya, sisi ada mengandesis tentang metakognitif. Jadi sisi cari di Google atau dimanapun ada. Nggak salah, Lipgenesis itu nama aplikasinya, nama webnya Bang. Jadi situ sesuaikan aja kata kuncinya dan lain sebagainya. Nanti daftar petakanya dari situ saja sisi buat secara manual.Tapi kalau secara menggunakan AI untuk membuat daftar petaka bisa dikatakan jarang Bang.

R : Pertanyaan ke lima, apakah alat bantu AI memberikan umpan balik yang sesuai dengan tulisan Anda? Jika ya, bagaimana umpan balik tersebut membantu Anda memperbaiki tulisan Anda?

IL : Kalau sering terjadi beberapa kesalahan.Nggak bisa sisi menerimanya secara langsung. Misalnya sekali cari tentang metakognitif strategis kan Bang. Nggak bisa sisi sekali atau dua kali saja menganalisis di misalnya chat GPT AI-nya kan. Nggak bisa sisi percaya Bang. Kadang sisi lihat di web lain kayak Blackbox, kayak Preflex City. Itu nanti beda Bang.

Jadi sisi kadang mencari bukunya dulu, mencari di Lipgenesis dan lain sebagainya. Sehingga apakah ini sama dengan isi bukunya dan lain sebagainya. Ada sisi dapat nggak salah terkait metakognitif itu ada bukunya dari Flavel gitu Bang.Jadi menyesuaikan dengan isi chat GPT-nya. Apakah sama atau nggak? Jadi sisi nggak mentah-mentah menerima isi dari chat GPT.Kadang chat GPT itu mengarahkan ke tempat lain atau ke topik yang lain.

Jadi butuh beberapa kali, kayak beberapa kali instruksi lah kita meminta bantuan kepada chat GPT. Sehingga mereka sesuai dengan keinginan awak itu Bang. Keinginan kita.

R : Pertanyaan ke enam, dapatkah Anda berbagi pengalaman Anda di mana alat bantu AI mengubah tingkat kesulitan tergantung pada kemajuan tulisan Anda? Bagaimana alat ini membantu Anda dalam menulis?

IL : Kalau membantu mungkin kayak, Bang. Yang sangat membantu mungkin yang kita rasakan. Tapi nggak terlalu sering kali doang. Cuma yang dapat sisi rasakan, AI ini membantunya di tingkat vokabulari sama grammar sisi gitu Bang.Jadi nanti di AI ini kayak membantu membedarkan misalnya kadang-kadang lupa menulis kata seharusnya was ditulis is. Atau penggunaan kata simple

jadi pas juga Bang. Jadi nanti AI itu sedikit membantu untuk mengubah kebenaran dari grammar itu.Dan vokabulari juga Bang. Kadang vokabularinya seperti tadi. Kita terbiasa bicara kayak penggunaan katanya non formal.Tapi kan seharusnya di akademik penggunaan katanya formal. Jadi sedikit membantu membenarkan yang non formal menjadi formal gitu Bang.

R : Pertanyaan ke tujuh, Dapatkah Anda menjelaskan situasi di mana alat bantu AI memberi Anda teks yang tidak memiliki konteks atau tidak sesuai dengan makna yang Anda inginkan? Bagaimana Anda menanganinya?

IL : Situasi kayak gitu.AI itu kan namanya juga buatan manusia. Tentu saja dia sering melakukan kesalahan.Kadang sisi nanya konteksnya, topiknya yang A kan Bang. Yang dikeluarkannya yang tentang B. Jadi gimana cara men-fix-kannya. Mungkin dengan kita memberikan introduksi berkali-kali.

Atau menanyakan dengan tujuan yang sangat spesifik. Sehingga AI ini mengerti gitu Bang. Jadi kita cuma kalau di sisi pribadi sering menggunakan AI sebagai brainstorming lah Bang.Atau sebagai kayak itu. Jadi kita memberikan kayak introduksi-introduksi yang benar-benar spesifik. Sesuai dengan tujuan atau topik yang ingin kita cari.

R : . Pertanyaan yang ke delapan, Bagaimana Anda menangani keterbatasan alat bantu AI ketika alat bantu tersebut tidak sepenuhnya memahami konteks atau emosi dalam tulisan Anda?

IL : Tapi kalau dalam menulis, kalau jujur kalau ujian, sisi kadang memang menggunakan bahasa sendiri. Karena tidak terpaku dalam tulisan, tidak terpaku dalam konteks yang apa. Asalkan sisi mengerti konteksnya, sisi mengerti topiknya, sisi mengerti maksud dan tujuannya. Sisi insya Allah bisa merangkainya sendiri bahasanya. Cuma mungkin kadang-kadang saja grammar dan vocabnya kurang masuk akal dan lain sebagainya.

Jadi kalau keterbatasan bantu AI ini tidak membantu sepenuhnya, lihat lagi dalam konteksnya Bang, apakah ini benar-benar penting? Dulu AI ini sisi digunakan dalam tulisan sisi, misalnya tulisan kayak proposal tentu saja harus benar kan Bang. Grammar dan lain sebagainya tentu saja. Kita harus, keterbatasan itu tidak menghambat kita.

R : Pertanyaan yang ke sembilan, Pernahkah Anda menemukan informasi yang salah saat menggunakan alat bantu AI seperti ChatGPT, Blackboox AI, Perplexity AI, dan sebagainya? Bagaimana Anda memperbaikinya?

IL : Kalau terkait informasi yang salah pernah Bang, mungkin karena formnya, misalnya ChatGPT kan Bang tidak salah, misalnya kita awalnya membahas tentang listening.Misalnya konteks awalnya listening, mungkin karena kita meneruskan di bawah, bila waktu kita bertanya tentang writing, dia akan menjelaskan terkait listening. Karena mungkin kita melanjutkan, misalnya form Chat-GPT itu kayak gitu Bang, harus nge-chat untuk misalnya topik baru. Pernah sisi menjelaskan itu karena sisi topik yang di from chat yang lanjut itu sisi banyak menulis tentang listening, sisi masukkan tentang writing jadi jawabannya akan mengarahkan terkait listening.Jadi cara untuk memperbaikinya ya menurut sisi menggunakan new chat atau masuk kembali ke chat baru.

R : Pertanyaan yang ke sepuluh, Apa yang Anda lakukan untuk memverifikasi keakuratan informasi yang diberikan oleh alat bantu AI sebelum memasukkannya ke dalam tulisan Anda?

IL : Kalau salah menggunakan, kalau informasi yang salah diberikannya namanya AI, namanya buatan manusia tentu salah ada Bang kan. Jadi menurut sisi kembali ke instruksi-instruksi yang kita berikan sehingga maksud dan tujuan kita itu jelas karena dia mengikuti form yang ada di atas.

R : Baik semua pertanyaan sudah di jawab, Saya mengucapkan terima kasih kepada Nadila yang telah menjadi respondent terjumpa.terima kasih kepada nadila sudah mau untuk bang interview, terlebih terkurang mohon maaf, Assalamualaikum wr. wb.

10. TRANSKIP INTERVIEWS : STUDENTS

Noted

R : Researcher

AP : Student's initials

Day/date: Tuesday / 17 juli 2025

Student's name : Aditia Pratama

Class : PBI 6B

R : Assalamualaikum wr. wb, baik perkenalkan nama saya Dani Ramanda,mahasiswa semester 8 dan sedang melakukan penelitian terkait skripsi saya, sebelumnya dengan siapa saya berbicara?

AP : Baik perkenalkan nama saya Aditia Pratama, sekarang menempuh pendidikan semester 6, dan berasal dari kelas PBI 6B.

R : Oke Adit, di sini kan bang sedang meneliti terkait penggunakan AI dalam menulis mahasiswa semester 6, jadi pertanyaan bang yang pertama itu adalah Bagaimana alat bantu AI membantu Anda memilih kata yang lebih baik atau lebih akurat saat Anda menulis atau membuat karya tulis akademis lainnya?

AP : Biasanya saya melakukan cross-check terhadap lima dan juga paragraph yang sudah saya tulis atau saya ketik untuk mengecek apakah kata ini sudah benar atau belum baik itu dari segi grammarnya maupun vocabulary-nya Nah, dari situ saya dapat referensi dari AI ini sehingga saya dapat mengoreksi sendiri apa saja yang sudah salah dan yang patut dibenarkan

R : Pertanyaan yang kedua, Dapatkah Anda menjelaskan bagaimana alat bantu AI membantu Anda menulis dengan gaya yang lebih formal atau profesional selama penulisan akademis Anda?

AP : Biasanya dalam menulis itu kita memakai bahasa kita sendiri yang mana bahasa tersebut belum tentu akademis dan juga professional Jadi, kalau saya menggunakan AI juga sebagai bentuk untuk mencari referensi disini ada kata-kata sinonim contohnya for example, itu kan bahasa kita Jadi, kalau di AI itu di-upload banyak referensi kata lain yang bisa digunakan kecuali for example, misalnya for instance, dan sebagainya Jadi, AI ini sangat bermanfaat juga untuk membentuk kata yang akademik

R : Pertanyaan ke tiga, Pernahkah Anda menggunakan alat bantu AI dalam menulis untuk memeriksa plagiarisme? Jika ya, bagaimana alat ini membantu meningkatkan kualitas tulisan Anda?

AP : Pernah Bang Bagaimana alat tersebut membantu Adit? Misalnya, kalau sudah membuat suatu karya tulis Nah, itu kan memiliki kekhawatiran kalau ini sama sama orang Nah, biasanya langsung menggunakan Apa nama AI-nya? No Paraphrase Quillboard Nah, itu juga sering dipakai untuk menghindari plagiarisme,dan ini pun sangat membantu yang mana dilakukan paraphrasenya dari AI tersendiri sehingga lebih berkecil adanya plagiarisme terhadap karya orang lain dan menjaga originalitas

R : Pertanyaan ke empat, Apakah Anda menggunakan alat bantu AI untuk membantu Anda membuat atau mengatur daftar pustaka saat menulis? Jika ya, bagaimana alat tersebut membantu Anda?

AP : Iya Bang Kalau untuk mengatur dan membuat daftar posaka misalnya, kalau sudah selesai suatu karya ilmiah misalnya, saya langsung upload file-nya itu satu file-nya itu ke misalnya contoh

GPT Nah, dan memberikan prompt seperti mention seluruh referensi yang dipakai dalam file ini nanti keluar tuh apa-apa saja yang digunakan di dalam artikel tersebut.

R : Pertanyaan ke lima, apakah alat bantu AI memberikan umpan balik yang sesuai dengan tulisan Anda? Jika ya, bagaimana umpan balik tersebut membantu Anda memperbaiki tulisan Anda?

AP : Kalau ini seringkali membantu gitu ada feedback yang diberikan oleh AI Misalnya bertanya tentang prosedur teks nanti akan dijelaskan hal-hal yang berkaitan dengan prosedur teks feedbacknya pun sangat banyak yang diberikan mulai dari contoh, pengertian dan juga kalau bisa ada file yang bisa didownload

R : Pertanyaan ke enam, dapatkah Anda berbagi pengalaman Anda di mana alat bantu AI mengubah tingkat kesulitan tergantung pada kemajuan tulisan Anda? Bagaimana alat ini membantu Anda dalam menulis?

AP : Kalau dalam proses penggunaan AI tersendiri sangat membantu kalau untuk tingkat kesulitan yang mana awalnya tingkat kesulitannya itu mungkin sudah tingkat advance tapi ketika kita berdiskusi dengan AI ini levelnya itu lebih di apa ya, kalau dalam bahasa sekarang itu bahasa bayi jadi lebih gampang dipahami sehingga hal tersebut juga membantu kita untuk improve walaupun referensi yang kita pakai itu sudah tinggi bahasanya

R : Pertanyaan ke tujuh, Dapatkah Anda menjelaskan situasi di mana alat bantu AI memberi Anda teks yang tidak memiliki konteks atau tidak sesuai dengan makna yang Anda inginkan? Bagaimana Anda menanganinya?

AP : Biasanya kalau factor eksternal dari saya sendiri mungkin akan melihat koneksi internet apakah sudah bagus atau tidak cuman kalau dari error dari AI nya sendiri misalnya kita sudah ngetik panjang-panjang ngetiknya bagus, tidak ada nge-lag tapi dibalasnya cuma sedikit sama AI saya biasanya akan mengirim ulang prompt tersebut kalau pun belum muncul hasil yang saya inginkan saya refresh lagi jadi saya ulang lagi biasanya sekali dua kali masih itu, tapi kalau belum juga keluar agak diubah sedikit promptnya.

R : . Pertanyaan yang ke delapan, Bagaimana Anda menangani keterbatasan alat bantu AI ketika alat bantu tersebut tidak sepenuhnya memahami konteks atau emosi dalam tulisan Anda?

AP : mungkin ini sering kali juga terjadi tapi kalau Adit sendiri menanganinya dengan merubah-rubah promptnya untuk lebih bisa diproses oleh AI tersebut jadi memang merubah-rubah prompt perintah agar bisa, bahkan tulisan Adit itu bisa di terima oleh AI tersebut.

R : Pertanyaan yang ke sembilan, Pernahkah Anda menemukan informasi yang salah saat menggunakan alat bantu AI seperti ChatGPT, Blackboox AI, Perplexity AI, dan sebagainya? Bagaimana Anda memperbaikinya?

AP : kalau ini pernah Bang dan seringkali ditemukan waktu sumber dalam tulisan karya ilmih itu sangat kursial seringkali ada sumber-sumber yang kurang jelas misalnya dari Supri tapi setelah ditelusuri tidak ada yang namanya Supri dalam meneliti hal tersebut itu seringkali ditemukan kalau cara untuk memperbaikinya kalau dari AI sendiri mungkin akan saya report ke AInya sendiri ada kesalahan dalamnya tapi kalau saya pribadi akan cross-check lagi sumbernya dari mana saja harus mengecek kembali keakurasi informasi tersebut

R : Pertanyaan yang ke sepuluh, Apa yang Anda lakukan untuk memverifikasi keakuratan informasi yang diberikan oleh alat bantu AI sebelum memasukkannya ke dalam tulisan Anda?

AP : kalau saya pribadi mungkin yang pertama dilakukan adalah mempertanyakan ke AI kembali misalnya GPT mungkin pertanyaannya apakah sumber ini sudah kredibel atau sumber ini mendasarkan penelitian-penelitian yang ada di dunia nyata biasanya GPT langsung menjawab ada yang menjawab ada yang menjawab namun kalau di luar konteks tersebut kalau saya pribadi mungkin akan mengecek lagi ke jurnal yang aslinya.

R : Baik semua pertanyaan sudah di jawab, terima kasih kepada marsha sudah mau untuk bang interview, terlebih terkurang mohon maaf, Assalamualaikum wr. wb.

APPENDIX 15

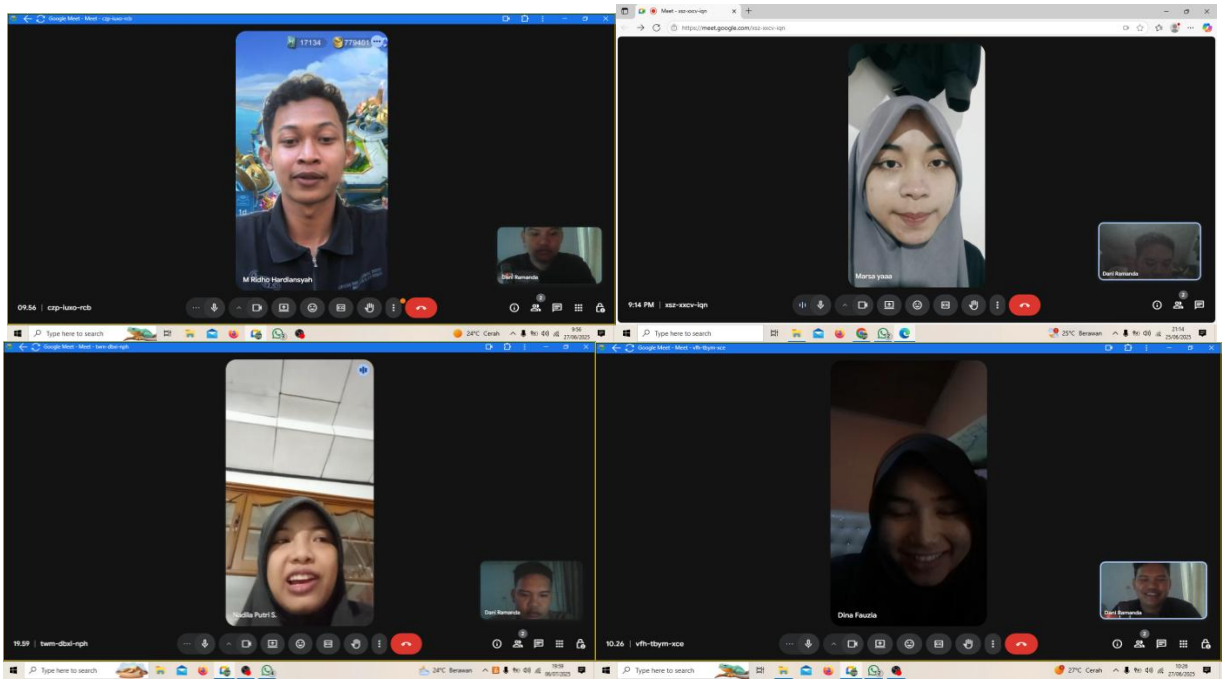
Documentation Notification to 6th semester students

to fill out a questionnaire via google form

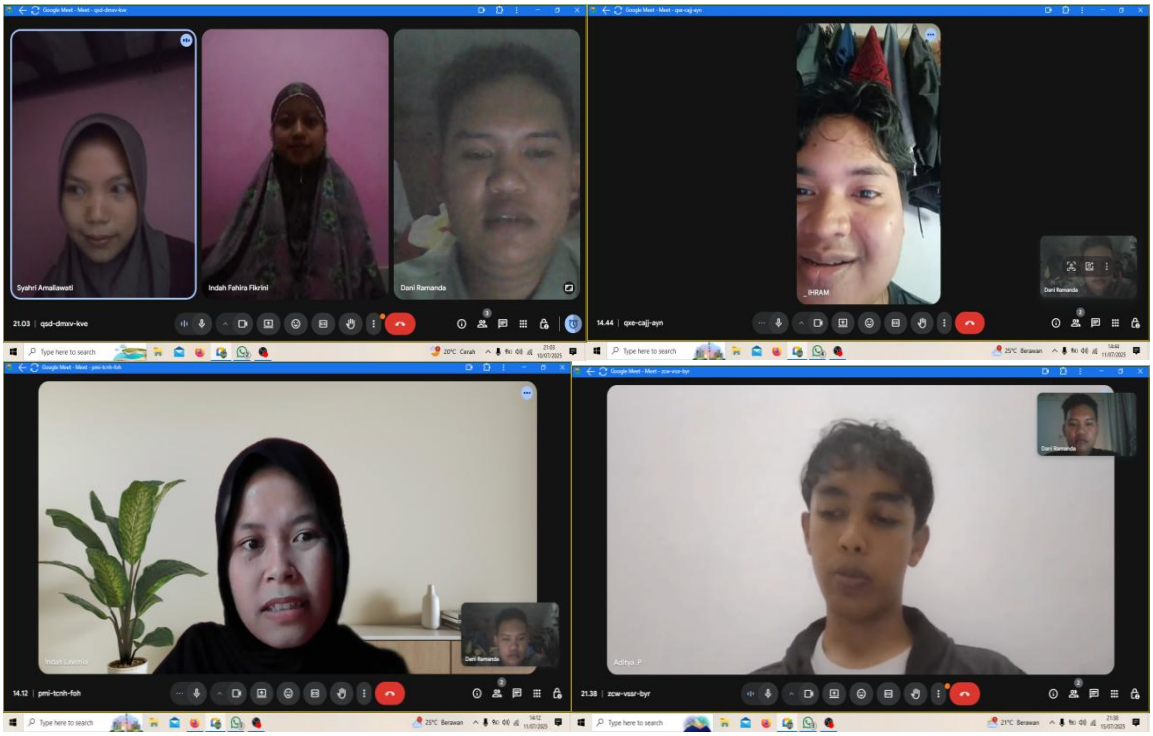




Documentation interview with student via Google Meet






Syahri Amaliawati
Indah Fahira Fikrini
Dani Ramanda
21.03 | qud-dmxv-kve
IHRAM
Dani Ramanda
14.44 | qxe-cajj-ayn
Dani Ramanda
14.12 | pmi-tcnh-fsh
Adhya P
Dani Ramanda
21.38 | zcw-vssr-byr