

**ARTIFICIAL INTELLIGENCE POWERED WRITING TOOLS AS
VERSATILE ASSISTANTS FOR ACADEMIC WRITING: INSIGHT FROM
EFL COLLEGE LEARNERS IN WRITING FINAL PROJECT**

SKRIPSI

*Submitted in Partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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2023**



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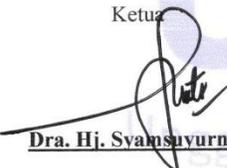
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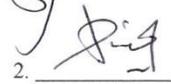

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Dengan ini menyatakan bahwa skripsi saya yang berjudul **“Artificial Intelligence Powered Writing Tools as Versatile Assistants for Academic Writing : Insight from EFL College Learners in Writing Final Project”** adalah benar bersifat asli (Original), bukan hasil menyadur karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

Medan, 24 September 2023

Yang Menyatakan



Haris Muda Batubara

ABSTRACT

Haris Muda Batubara. 1902050091. Artificial Intelligence Powered Writing Tools As Versatile Assistants for Academic Writing: Insight from EFL College Learners in Writing Final Project. Skripsi. English Education Program Faculty of Teacher Training and Eductaion Universitas Muhammadiyah Sumatera.

This research investigates the viewpoint of English as a Foreign Language (EFL) students about using Artificial Intelligence (AI) as writing aids for their culminating project. This study utilized a convenience sampling method to recruit 50 8th-semester students from public and private colleges in North Sumatra, Indonesia, who were completing their final assignments. Data was collected using open-ended questionnaires and interview approaches, while data analysis was performed using SPSS version 29.0. The results indicate that students favor the utilization of Artificial Intelligence in the composition of their culminating assignment. Despite the scarcity of Artificial Intelligence, it does not diminish their favorable perspective on the necessity of employing Artificial Intelligence as a writing aid. Students' positive perception of utilizing Artificial Intelligence in composing their final assignments influences the efficacy and caliber of their written work. Hence, the favorable viewpoint expressed by students regarding the utilization of Artificial Intelligence underscores the numerous benefits these writing tools offer in the completion of their final projects.

Keywords: *Artificial Intelligence, Writing Tools, Perspective.*

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Medan, 21 September 2023

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

The essence of writing is one of the most challenging components of English language ability, particularly in an EFL environment (Anam, 2021). It is caused by the fact that procedural processes and complicated parts must be used to generate a quality piece of writing. Writing becomes highly difficult for teachers to educate students using proper strategies and for students to build their writing competencies (Syam, 2020; Noor, 2016). Furthermore, a requirement to pass the writing topic is more than a one-day procedure; they require many tries to develop their writing talents (Styati & Irawati, 2020). Aside from that, writing is one of the most formidable talents for students to master, even if there is often a dismissive attitude toward the necessity of writing skills for students (Jabali, 2018).

Writing is commonly regarded as a multifaceted undertaking encompassing cognitive, emotional, and social mechanisms (Chang et al., 2021). Students' incapacity to effectively articulate their ideas in written form is a significant issue that can impact the educational process (Kovach et al., 2012). Demonstrating simultaneous control over multiple variables is a challenging task for most students. At the level of individual sentences, these encompass the regulation of content, arrangement, syntax, lexicon, grammar, orthography, and calligraphy. Lichtinger (2018) states that practical writing goes beyond constructing individual sentences. It necessitates arranging and

consolidating information into cohesive and well-structured paragraphs and texts. According to Wen and Walters (2022), using a teaching approach that does not involve performances generated by the students themselves may not effectively foster students' motivation to engage in writing.

Based on this, students made mistakes in completing their final project, such as plagiarism and mistakes in using grammar. Plagiarism in writing is still a hot topic, and its existence is detrimental to other writers whose work is copied without acknowledgement. In this scenario, instructors and researchers identify plagiarism in students' papers (Choi, 2012). Various scholars are concerned about plagiarism, as most students utilize copying as a primary tactic in writing texts in various contexts of writing classes (Fazilatfar et al., 2018). Many students in another research context discovered that teachers' most difficult challenge when teaching writing is that most pupils plagiarize word for word (Hayuningrum, 2021). As a result, professors must also work hard to ensure that their students do not commit plagiarism (Choi, 2012).

Furthermore, not only is there a problem with plagiarism, a widespread issue in recent years, but students' difficulties with paraphrasing must also be addressed. Much research has shown that EFL students encounter difficulties paraphrasing their writing assignments (Frodesen, 2007; Sun, 2009; Akbar, 2020). It is particularly challenging for them to articulate how to perform a decent paraphrase of text (Choy & Lee, 2012). Students have limitations in terms of word choice (Derakhshan & Shirejini, 2020), grammatical terms when paraphrasing (Mataram, 2021), abilities to modify sentence structures, and discovering academic terminology and synonyms (Choy & Lee, 2012;

Na et al., 2017). Aside from that, knowing how to paraphrase reading material is advantageous.

Thus, the use of online tools may benefit students. However, in a study conducted by Choi (2012), teacher-led and web-based paraphrasing strategies were beneficial and positively affected student awareness and paraphrasing performance. Specifically, in this study, to reveal Technology-Enhanced Language Learning, an online paraphrasing tool, namely Quillbot and Grammarly, is used as a Technology-Enhanced Paraphrasing Tool (TEPT) to make it easier for students to paraphrase because it is one of the valuable online applications that work for paraphrasing, avoiding plagiarism, smoothing sentences, and accommodate proper grammar (Fitria, 2021).

Research on the use of Artificial Intelligence (AI) has been carried out a lot. However, how they think about AI has yet to be revealed. This study also included the use of AI and how they felt about the AI Powered Writing Tools used by EFL students in completing their final project. Grammarly and Quillbot are two examples of technology tools that can make it easier for students and academics to produce high-quality writing. *Grammarly Premium* is an auto-correction system that can identify errors related to 250 grammar rules (Grammarly Inc., 2017). Quillbot offers a product that uses artificial intelligence (AI) to suggest paraphrases (Dale, 2020).

B. The Identification of the Problem

After describing the background of the problem above, the researcher can show the main points of this research problem as follows:

1. There are some students errors in paraphrasing a sentence in their writing assignments.
2. There are some students errors in using correct grammar.

C. The Scope and Limitation

This research's scope is using Writing Tools in writing the final project. The limitation of this study is the use of AI as a Writing Tool in writing a student's final project.

D. The Formulation of the Problem

Based on the background of the problem above, the formulation of the problem in this study is as follows:

1. Why is AI needed by the students' as writing tools
2. How is the students' perception of the use of AI?

E. The Objectives of The Studies

In line with the problems, the objectives of this study are follows.

1. To explained the reason for the use of AI as writing tools and,
2. To analyses the students' on the use of AI.

F. The Significance of the Studies

By conducting this research, its expected the research findings can provide benefit are theoretically and practically relevant.

1. Theoretically

The findings will add a new horizon in the theories of last theory. In addition The benefit of this research is to provide a source of knowledge on using AI as a writing tool in writing the final project.

2. Practically

The findings will be useful for teachers in teaching writing skills for students effectively, for the students in practically write their ideas in various purposes, for textbook writer in providing material for language learning, and for educational authorities in evaluating the practice of teaching in the schools. The benefits of this research are that it can be used as a definitive description of the use of Artificial Intelligence as a Writing Tool in writing final assignments for EFL students. Second, it can be a reference source for other researchers who wish to conduct similar research. Moreover, the latter can provide readers with extensive knowledge about using Artificial Intelligence in writing their final project.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Artificial Intelligence

In the 1950s, Alan Turing presented a resolution to the quandary around the point at which a system devised by humans attains 'intelligence.' The imitation game, devised by Turing, is a test wherein a human listener is tasked with discerning between a conversation with a computer and one with a human interlocutor. Failure to distinguish between the two would indicate the presence of an intelligent system or artificial intelligence (AI). Notably, the emphasis on artificial intelligence (AI) solutions can be traced back to the 1950s. In 1956, John McCarthy put forth a seminal definition, stating that the investigation of AI persists with the underlying belief that all facets of learning and intelligence can potentially be reliably anticipated. According to Russell and Norvig (2010).

Artificial intelligence is currently seeing significant progress, leading to notable transformations like services provided in higher education. Universities, such as those in the academic sector, have already included an initial iteration of artificial intelligence in the form of IBM's supercomputer, Watson. According to Deakin University (2014), this technology assists students at any given moment throughout the year without limitations. Despite being constructed with algorithms specifically geared for repetitive and relatively predictable tasks, the implementation of Watson is a prime example of

how artificial intelligence (AI) might impact the composition of the administrative workforce in higher education. This involves modifying the framework of the provision of services, the temporal dynamics within the university, and the organizational structure of the workforce. Implementing a highly advanced computing system that can offer customized feedback at any given time has decreased the requirement for an equivalent number of administrative personnel who were previously responsible for fulfilling this function. In the present context, it is noteworthy to acknowledge that machine learning holds significant promise as a domain within artificial intelligence.

The origins of AI may be traced back to the 1950s when John McCarthy organized a two-month workshop at Dartmouth College in the United States. McCarthy used the phrase "artificial intelligence" for the first time in 1956 in his workshop proposal (Russel & Norvig, 2010): The research [of artificial intelligence] will proceed on the assumption that every facet of learning or any other trait of intelligence can be characterized precisely enough for a computer to replicate it. An attempt will be made to figure out how to make robots utilize language, develop abstractions and concepts, solve issues that are now reserved for people, and improve themselves.

Baker and Smith (2019) describe artificial intelligence as "computers that perform cognitive activities, normally connected with human intellectuals, which include learning and problem-solving". They demonstrate that AI is not a solitary technology. It refers to various technologies and methodologies, including machine learning, natural language processing, data mining, neural networks, and algorithms.

AI and machine learning are commonly used interchangeably. Machine learning is an artificial intelligence (AI) technique for supervised and unsupervised classification and profiling, such as predicting whether a student would drop out of a course, get admitted to a program, or recognize subjects in written work. Machine learning is defined by Popenici and Kerr (2017) as "a subject of artificial intelligence involving software capable of recognizing patterns, making predictions, and applying recently recognized trends to conditions which were not considered or handled by their initial design.

2. Artificial Intelligence in Education

The terminology of artificial intelligence (AI) in 1956 was "the science and engineering of creating intelligent machines" (McCarthy, 2007). Artificial intelligence (AI) is the science and engineering of creating intelligent computers that tackle many types of issues using natural language processing, neural networks, and machine learning (Mondal, 2020). It is changing every aspect of life, including medicine, psychology, research, and general politics (Xu et al., 2021). Through intelligent agent systems, chatbots, and recommendation systems, AI can assist teachers in predicting students' learning status and performance, recommending learning resources, and automating assessments to improve students' learning experience (Liang et al., 2021; Mousavinasab et al., 2021; Zheng et al., 2021).

AI applications in education are growing in popularity and have gotten much attention in recent years. AI and adaptive learning technologies are prominently

included in the 2018 Horizon report (Educause, 2018) as essential advancements in educational technology, with 2 or 3 years to implement. According to the survey, experts expect AI in education to expand by 43% between 2018 and 2022.

However, the Horizon Survey 2019 Higher Education Edition (Educause, 2019) expects AI applications connected to teaching and learning will develop even faster. According to Contact North, a prominent Canadian non-profit online learning society, "There is little doubt that [AI] technology is inextricably linked to the future of education." (Contact North, 2018).

Experts distinguish between low and efficient AI (Russel & Norvig, 2010) and narrow and general AI (Baker & Smith, 2019). The philosophical topic of whether computers will be able to think or acquire consciousness in the future, rather than merely imitating thinking and displaying logical behavior, still needs to be answered. Such powerful or widespread AI is unlikely to arise shortly. We are thus dealing with GOFAI ("good old-fashioned AI," a phrase created by philosopher John Haugeland in 1985) in higher education in the sense of intelligent agents and information systems.

Given this knowledge of AI, what are the prospective topics for AI applications in education, notably higher education? Luckin, Holmes, Griffiths, and Forcier (2016) identify three types of AI software programs in education that are now available: Personal instructors, intelligent collaborative learning support, and intelligent virtual reality.

Intelligent tutoring systems (ITS) may mimic one-on-one personal tutoring. They may make judgments regarding a student's learning path and content to pick, give

cognitive scaffolding and support, and engage the student in the discussion based on learner models, algorithms, and neural networks. ITS have immense potential, particularly in large-scale distance learning institutions that offer programs with groups of students and cannot afford one-on-one human coaching. Much research indicates that learning is a social activity in which contact and cooperation are essential (Jonassen, Davidson, Collins, Campbell, & Haag, 1995).

Online cooperation, on the other hand, must be fostered and monitored (Salmon, 2000). AIED can help collaborative learning by promoting online group interaction, permitting adaptive group formation based on learner models, or summarizing conversations that can be utilized by a human tutor to steer students toward the course's aims and objectives. Finally, based on ITS, intelligent virtual reality (IVR) engages and leads students in genuine virtual reality and game-based learning environments. In virtual or remote laboratories, for example, virtual agents can serve as teachers, facilitators, or students' peers (Perez et al., 2017).

Baker and Smith (2019) address educational AI technologies from three viewpoints in their latest report: a) learner-facing, b) teacher-facing, and c) system-facing AIED. Learner-facing AI tools, often known as adaptive or personalized learning management systems or ITS, are software students use to study a topic. Teacher-facing technologies assist teachers and minimize their effort by automating administrative, assessment, feedback, and plagiarism detection functions. AIED systems also provide insight into students' learning progress, allowing teachers to offer proactive help and advice when needed. System-facing AIED is the solution that gives institutional-level

information to administrators and managers, such as monitoring attrition rates across faculties or colleges.

3. Artificial Intelligence as a Writing Tools

In order to solve the problem of determining academic crimes like plagiarism, paraphrasing is the best solution. In particular, the capacity to rephrase a text or paraphrase is a critical skill for students to develop to participate in academic writing classes (Chen et al., 2015). Paraphrasing aims to improve readers' comprehension by modifying words, expressions, and phrases (Richards & Schmidt, 2010). Lecturers can help students avoid plagiarism by advising them to use their wording (Esain, 2015). The most typical method of paraphrasing is to change the original text to a paraphrased text using the students' own words (Choi, 2012).

Furthermore, within the present educational landscape of English writing instruction, a number of valuable online paraphrasing tools have been employed to assist pupils in overcoming their writing challenges. This article introduces the utilization of Quillbot as a potential tool for improving pupils' writing proficiency. Therefore, the subsequent illustrations provide a depiction of the characteristics offered by Quillbot that are applicable to both educators and learners. Furthermore, it would be advantageous to enhance the quality of writing before finalizing the work by utilizing Grammarly. The utilization of Grammarly will enhance the grammatical accuracy employed inside a given sentence.

3.1 Quillbot

Quillbot is a user-friendly program that utilizes advanced capabilities to facilitate the process of paraphrasing any given text. The primary purpose of this tool is to rearrange phrases by modifying their structural elements and replacing individual words with synonyms, all while preserving the original intended meaning. In 2017, Quillbot was developed by Rohit Gupta, Anil Jason, and David Silin to achieve that purpose. Quillbot is an internet-based application that can enhance the coherence and formality of one's writing through paraphrasing phrases and sentences, identifying and mitigating instances of plagiarism, and providing concise summaries of extensive texts. The primary objective of this study is to assess the effectiveness of Quillbot, a widely used artificial intelligence (AI)-based paraphrasing and rewriting tool designed for those learning the English language. Quillbot offers both free and commercial versions to cater to different user needs. The Quillbot free edition restricts users from solely utilizing Standard and Fluent writing styles. In contrast, premium members are granted supplementary editing choices, such as the Creative, Creative+, Shorten, Expand, and Formal settings.

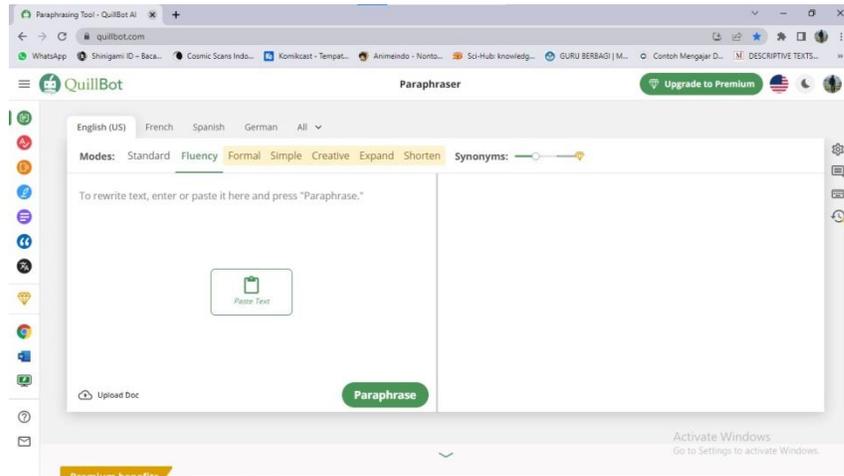


Figure 2.1 Quillbot Appearance in Website Platform

3.2 Grammarly

Grammarly is widely recognized as the most precise English grammar checker globally. According to Grammarly (2015), it is asserted that the software can rectify a significantly higher number of errors compared to widely used word processors. This is achieved through over 250 grammatical checks and a contextual spell checker. The establishment of Grammarly took place in 2009 and was initiated by Maz Lytvyn and Alex Shevchenko, the original creators of the platform's grammar programming. According to Grammarly (2015), by 2014, the company had ranked 55 in the index of fastest-growing companies, as determined by Deloitte. Additionally, currently boasts a user base of over four million registered individuals. In order to utilize Grammarly, individuals must replicate and insert the text into the designated input box or upload a document. The free edition of Grammarly assists with grammar,

punctuation, spelling, sentence structure, and style. The premium subscription, priced at \$139.95 per annum, offers an expanded range of 150 grammatical checks, incorporates a plagiarism detection system, provides vocabulary enhancement ideas, has a contextual spelling tool, and furnishes users with a comprehensive score. Users can peruse the comments provided without actively approving or disregarding each comment. Before evaluating the text, the enhanced software version prompts users to specify the sort of document they are submitting, such as an essay, dissertation, presentation, blog, business document, or creative writing. This step is intended to enhance the precision of the comments provided. According to Grammarly (2015), the number is 100. In the case of Grammarly, it does not flag the practice of commencing a sentence with a conjunction as problematic when the "creative writing" option is chosen. However, it does when the "academic essay" option is used. In general, Grammarly tends to be conservative in its assessments, discouraging the utilization of contractions, such as "has not" and "cannot," as well as concluding a phrase with a preposition. In addition, the premium version of the software includes a Microsoft Office plugin and offers round-the-clock email and phone assistance videos.

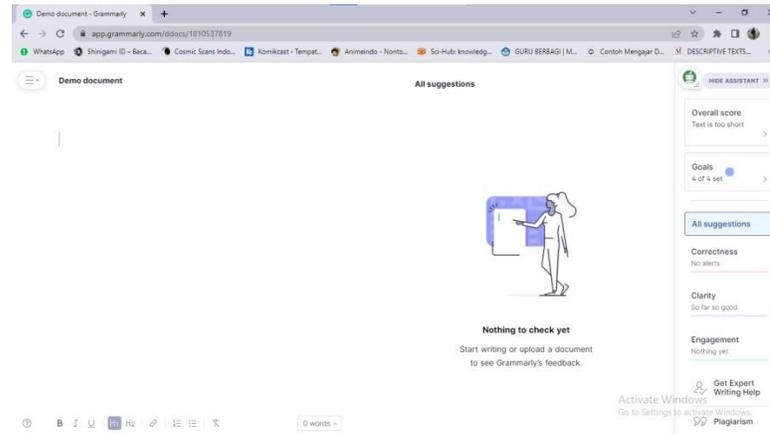


Figure 2.2 Grammarly Appearance in Website Platform

4. Strengths and Weaknesses of Artificial Intelligence

a. Strengths

The advancement of AI will assist in making computer-aided teaching and learning more efficient (Liu, 2018). Systems utilized in educational contexts can be characterized as a linked ecosystem in which a change in one system can have an impact on the entire system (Luckin, 2012). One advantage of using artificial intelligence in education as an ecosystem is that each AI-system may target a specific objective, based on highly specialized research, while maintaining a broad applicability via connectivity to other systems in the ecosystem (Nye, 2016).

b. Weaknesses

A fundamental limitation of AI systems compared to humans is their inability to apply current knowledge to a new issue or environment that differs from what they were designed or taught for (also known as transfer ability in some settings).

This leads systems to fail to recognize items or activities in novel environments and to fail to adjust skills to changes (Davis & Marcus, 2015; Ersen et al., 2017). When circumstances change, the systems know but cannot use it. This issue impacts AI systems both during the learning and final deployment phases. Deep learning, the currently prevalent technique, is fairly effective at learning from scratch but must be more capable of quickly learning from existing information.

5. Writing Final Project as a Graduation Requirement

The final project is part of academic writing, where students must write academic writing following the conditions in which they study. According to Sowton (2012), academic writing is characterized by greater complexity and a more formalized structure than other types. According to Akhtar et al. (2020), acquiring academic writing is a challenging and significant proficiency. Although there is no universally accepted norm for academic writing, it is distinct from journalistic or literary writing styles, as noted by Bailey (2011). In the context of scientific writing, authors must have a clear understanding of the purpose behind their writing. The predominant motives for engaging in writing are outlined below: According to Bailey (2018), the purposes of academic writing include reporting the author's actions, responding to the author's inquiries, discussing specific subjects and articulating the author's viewpoint, as well as synthesizing previous research conducted by others.

B. Relevant Studies

Several similar researchers examine the Artificial Intelligence Powered Writing Tools As a Particular Assistant for Academic Writing: Inside from EFL College Learners in Writing Final Project. As follows:

1. A study was written by Anam (2021) research on the technology used by EFL students in improving their writing by paraphrasing to avoid plagiarism. The technology used in this study is also an AI, which EFL Students often use.
2. A study was written by Tian, J., & Wang, Y. (2010). Taking language learning outside the classroom: learners' perspectives of eTandem learning viaSkype. This study investigates the efficacy of tandem learning through Skype, a desktop videoconferencing tool. The primary focus of this research is to explore the learners' perspectives on the benefits they have gained from random in terms of their language proficiency enhancements. The development of skills in both language proficiency and intercultural understanding is of paramount importance. The source of the research data is an online language exchange initiative that took place during the first semester of 2009. The project involved English language learners from Peking University (PKU) in China and Mandarin learners from Griffith University (GU) in Australia. The results suggest that there was agreement among the two cohorts of students that the language and intercultural skills were enhanced as a result of the exchange program. Additionally, tandem via Skype has the potential to serve as a viable

and enduring method of learning beyond the confines of the traditional classroom setting.

3. Popenici (2017) this paper explores the phenomena of the emergence of the use of artificial intelligence in teaching and learning in higher education. It investigates emerging technologies' educational implications on how students learn and how institutions teach and evolve.

C. Conceptual Framework

AI is a technology widely used today, including in education. Artificial Intelligence has been widely used in education to help teachers and students in teaching and learning activities. Based on this, English Foreign (EFL) students encountered several problems completing their final project. Writing a thesis is common writing. However, students must write it with the applicable provisions. So for this reason, through this research, the authors want to examine Artificial Intelligence which students can use to complete their final project based on the problems faced by these students and discuss student perceptions in using this technology.

Based on the description above, the researcher's concept to examine Artificial Intelligence as a writing tool used by students in writing a final project can be drawn as follows :

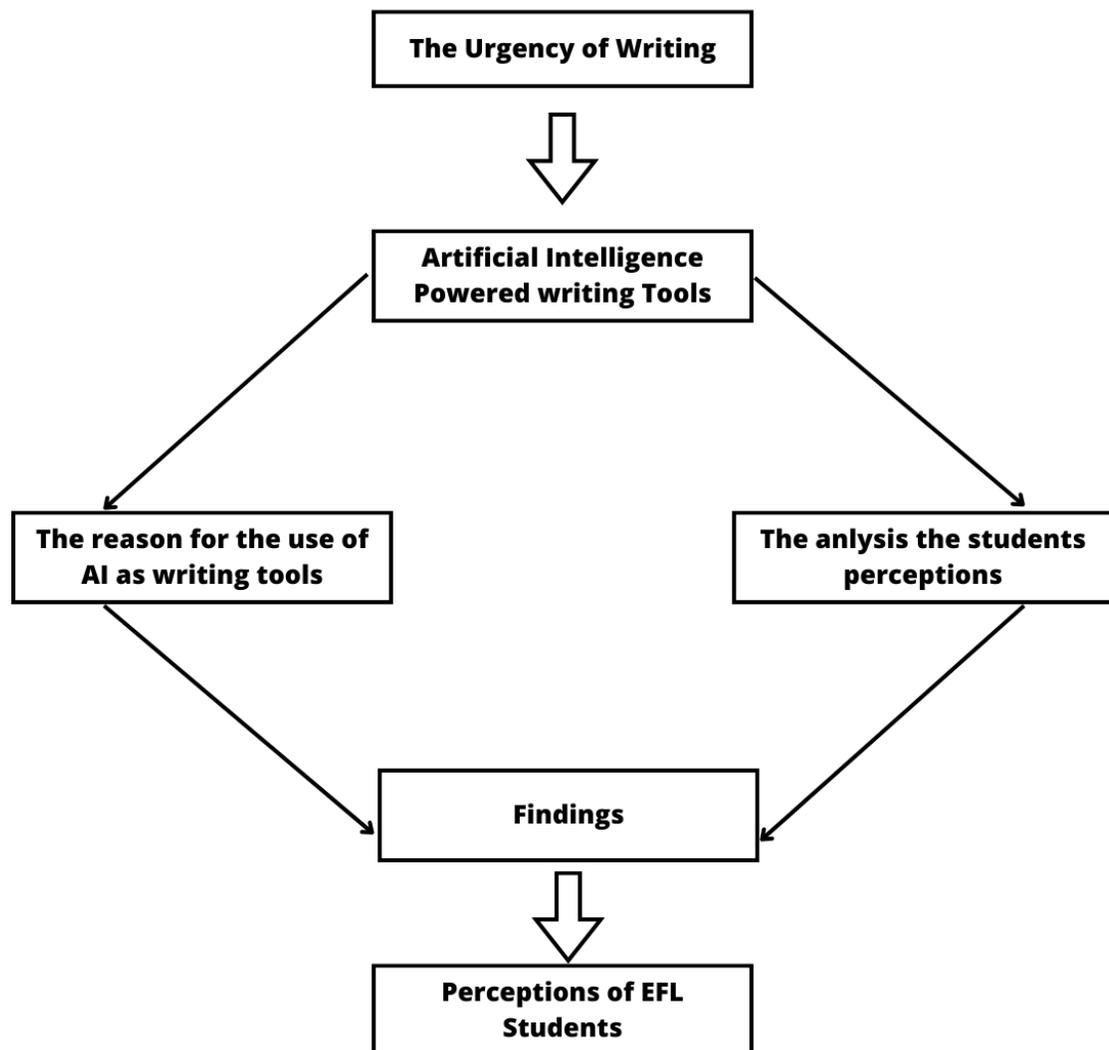


Figure 2.3 Diagram of Conceptual Framework

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

Researchers used a mixed method, namely quantitative and qualitative methods. Quantitative research is a form of educational research wherein the researcher selects the subject of study, poses a precise and limited inquiry, gathers measurable data from participants, applies statistical analysis to these figures, and conducts the investigation impartially and objectively (Creswell, 2008). Qualitative methods commonly include individual and focus group interviews, participant observation, ethnography, and several other approaches Hamilton (2019).

Quantitative methods are used to obtain data using an open-ended questionnaire distributed to EFLS students already conducting research as one requirement for completing their study. The data obtained through this open-ended questionnaire will be analyzed using SPSS. Meanwhile, the qualitative method will be used through interviews with EFL Students regarding using AI in completing their final assignment. This interview was conducted to strengthen the data obtained from an open-ended questionnaire.

B. Subject of Data

There are 50 EFL students currently enrolled in state and private universities in Medan, Sumatera Utara. These students have satisfied the necessary prerequisites to

commence their final project and are currently completing it as a graduation requirement. Before the court hearing, it is necessary to draft the final project outlining the applicable terms and conditions. The individual has utilized AI based resources to aid in completing their culminating assignment. Therefore, it is warranted to conduct a study to find out their perspectives regarding applying of AI.

C. Technique of Data Collection

Open-ended questionnaires are utilized to gather information regarding EFL students' perceptions of utilizing Artificial Intelligence as a tool to complete their final project. The survey instrument will be created utilizing the Google Form platform. Subsequently, it will be disseminated among the student body. A Google Form questionnaire was designed to facilitate subject participation by accommodating potential time constraints that may impede their ability to complete the survey. The utilization of online open-ended questionnaires facilitates data collection and enhances subject participation in research.

On the other hand, interviews are utilized to acquire information that can augment the data gathered through open-ended questionnaires. The present inquiry will entail a direct interview with the participant, wherein a series of inquiries will be posed concerning the utilization of AI in accomplishing the ultimate undertaking. The findings derived from the interview above will enhance the data gathered after the administration of the open-ended questionnaires.

D. Techniques of Data Analysis

The statistical analysis of the quantitative data gathered from the questionnaire will be conducted using SPSS 29.0 software. According to Ismail (2011), the SPSS software generates various forms of descriptive statistics and analysis of variance (ANOVA) or independent sample t-test based on quantitative data obtained through questionnaires. The data collected from participants who completed the survey will be quantified using a 5-point Likert scale. A score of 5 is assigned if the participant responds highly proficiently.

The qualitative data obtained from interviews will be analyzed using Miles and (Huberman's, 2014) theoretical framework, which outlines a three-stage process for data analysis. These stages include data condensation, display, and conclusion drawing/verification.

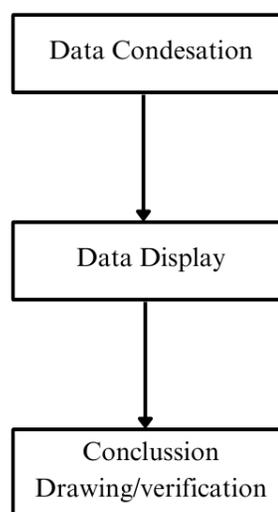


Figure 3.1 Technique Analysis Data

Based on these steps, the data analysis in this study can be written in detail as follows:

1. Data Condensation

This refers to selecting, focusing, simplifying, abstracting, and changing the data that appears in the complete corpus or written field notes, interview transcripts, documents, and other empirical materials. The researchers focus on the data to investigate Artificial Intelligence students use in completing their final project.

2. Data Display

After condensing the data, the next step the researcher takes is to display and classify the data into tables and put a checkmark on the data according to the category of Artificial Intelligence used to determine the amount and type of data.

3. Conclusion Drawing/verification

In this last step, the researcher will make conclusions and verify the data obtained to describe and explain all the data. So that the data and findings in this study can be seen clearly.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

Fifty individuals completed a survey that was filled out using Google Forms. This study utilizes data obtained from a sample of 50 English as a Foreign Language (EFL) students who are currently enrolled in both public and private colleges located in Medan, Sumatera Utara. The students above have successfully met the prerequisites to commence their final project and are presently fulfilling it as a mandatory component for graduation.

The participants in this study responded to a questionnaire administered through a Google Form. Additionally, individual interviews were conducted with the students. The findings from these interviews will be presented and analyzed in the following chapter, focusing on the students' perceptions of using Artificial Intelligence to complete their final projects. The survey comprises 15 indicator statements that encompass many aspects, such as the effectiveness of the tool component in composing final assignments, the advantages and disadvantages of the application, and the students' levels of interest and motivation. Based on the reliability test results, the value of Cronbach's alpha is more significant than 0.784, as shown in Table 1, which offers the reliability of the questionnaire. While closed questions were analyzed using SPSS version 29.0.

Table 4.1 Reliability of Questionnaire Items

Reliability Statistics	
Cronbach's Alpha	N of Items
.784	15

On the questionnaire sheet, the researcher used a Likert scale from Podsén (1997) to measure the attitude of lecturers, where all questions have several choices, such as strongly agree (SA), agree (A), undecided (U), and disagree (D), or strongly disagree (SD). Point values for positive statements: SA = 5, A = 4, U = 3, D = 2, and SD = 1. For negative statements, the scale is scored inversely. The statements in the questionnaire include the components of an effective tool for writing the final project (Items No. 1, 2, 3, 5), the advantages of Artificial Intelligence (Items No. 6, 7, 8, 10), the disadvantages of Artificial Intelligence (Items No. 11, 12, 13), Student Interests (Item No. 4), and Student Motivation (Items No. 9, 14, 15). The data from the questionnaire is converted into percentages, as presented below.

Table 4.2 Percentage of Student Responses to the Use of AI

No.	Statements	SD		D		N		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Quillbot and Grammarly are very easy to access and use anywhere and anytime.	1	2	1	2	1	2	22	44	24	50	50	100
2	The features contained in AI are very easy for students to understand.	-	-	-	-	9	18	26	52	15	30	50	100

3	The features contained in AI are very suitable for the needs of students in writing the final project.	-	-	1	2	3	6	28	56	18	36	50	100
4	I am very interested in using this AI, which will help me to complete my final project faster.	-	-	-	-	5	10	22	44	23	46	50	100
5	The use of AI makes me more comfortable in doing my final project.	-	-	-	-	5	10	29	58	16	32	50	100
6	Quillbot and Grammarly help me to produce better writing.	-	-	-	-	2	4	22	44	26	52	50	100
7	The AI helps me paraphrase and choose the right grammar.	-	-	-	-	2	4	27	54	21	42	50	100
8	I am more active in completing my final assignment due to the use of AI.	-	-	2	4	8	16	27	54	13	26	50	100
9	The use of AI will improve my writing skills.	-	-	1	2	10	20	24	48	15	30	50	100
10	I know a lot of vocabulary and mastered proper grammar while using the AI.	-	-	-	-	11	22	26	52	13	26	50	100
11	The use of AI disturbed my concentration in writing my final project.	8	16	21	42	7	14	11	22	3	6	50	100

12	I am worried that AI will further intrude on my privacy.	3	6	17	34	14	28	13	26	3	6	50	100
13	I am worried about cyber security (Hacking and password protection)	2	4	13	26	10	20	20	40	5	10	50	100
14	Using AI motivates me to improve the quality of my writing and write other works	-	-	-	-	6	12	32	64	12	24	50	100
15	I wish peoples use AI (Quillbot and Grammarly) as writing tools to complete their writing.	-	-	1	2	8	16	16	32	25	50	50	100

The findings indicate that, overall, most participants have a favorable opinion towards utilizing AI as a writing tool for their final project. The values span a range of 2.60 at the lower end to 4.48 at the upper back, with a standard deviation (SD) ranging from 0.567 to 1.178. Concerning attitude, the mean score for the effectiveness aspect of utilizing AI is 16.98, whereas the mean score for the benefits of employing AI is 16.92. Conversely, the mean score for the drawback of using Artificial Intelligence is 8.78. Student interest in utilizing AI is reported to be 4.36, while their motivation in using AI is 8.36. The data is presented in Table 4.3.

Table 4.3 Descriptive Statistics for Questionnaire Items

No.	Statements	N	Mean	Std. Deviation
1	Quillbot and Grammarly are very easy to access and use anywhere and anytime.	50	4.38	.805
2	The features contained in AI are very easy for students to understand.	50	4.12	.689
3	The features contained in AI are very suitable for the needs of students in writing the final project.	50	4.26	.664
4	I am very interested in using this AI, which will help me to complete my final project faster.	50	4.36	.663
5	The use of AI makes me more comfortable in doing my final project.	50	4.22	.616
6	Quillbot and Grammarly help me to produce better writing.	50	4.48	.580
7	The AI helps me paraphrase and choose the right grammar.	50	4.38	.567
8	I am more active in completing my final assignment due to the use of AI.	50	4.02	.769
9	The use of AI will improve my writing skills.	50	4.06	.767
10	I know a lot of vocabulary and mastered proper grammar while using the AI.	50	4.04	.699
11	The use of AI disturbed my concentration in writing my final project.	50	2.60	1.178
12	I am worried that AI will further intrude on my privacy.	50	2.92	1.047
13	I am worried about cyber security (Hacking and password protection)	50	3.26	1.084
14	Using AI motivates me to improve the quality of my writing and write other works	50	4.12	.594

15	I wish peoples use AI (Quillbot and Grammarly) as writing tools to complete their writing.	50	4.30	.814
	Valid N (listwise)	50		

a. The Effective of Using Artificial Intelligence as Writing Tools

Table 4.4 The Effectiveness of Using AI

No.	Statements	SD		D		N		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Quillbot and Grammarly are very easy to access and use anywhere and anytime.	1	2	1	2	1	2	22	44	24	50	50	100
2	The features contained in AI are very easy for students to understand.	-	-	-	-	9	18	26	52	15	30	50	100
3	The features contained in AI are very suitable for the needs of students in writing the final project.	-	-	1	2	3	6	28	56	18	36	50	100
5	The use of AI makes me more comfortable in doing my final project.	-	-	-	-	5	10	29	58	16	32	50	100

Based on the data presented, participants generally concur on the high effectiveness of utilizing Artificial Intelligence as a writing tool to compose the final project. Based on the available data, it was determined that the maximum value observed in the initial statement was 50%, exhibiting a significant level of agreement

among the findings. Similarly, in the second statement, the highest value recorded was 52%, indicating agreement among the results. The third statement, which obtained the most significant score of 56%, exhibited agreement among the results. Similarly, the fifth statement, which had the highest value of 58%, also demonstrated understanding among the results. According to the data acquired, using AI has enhanced students' effectiveness in completing their final tasks.

Meanwhile, the data derived from the interviews indicates that the use of AI in composing the ultimate project is highly effective, as evidenced by the outcomes of the discussions performed with students. The students explained that using Quillbot and Grammarly significantly aided them in composing their final project. Using these writing instruments greatly enhanced the effectiveness and practicality of their final project completion.

The interview results were evaluated by ten respondents who provided their own opinions. Based on the collected data, it was found that all participants unanimously indicated that the utilization of Artificial Intelligence in composing their final project yielded greater effectiveness. Several elements are evident, such as consideration of phrases and adherence to proper grammar.

b. The advantages of using AI as writing tools

Tabel 4.5 The Advantages Using AI

No.	Statements	SD		D		N		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
6	Quillbot and Grammarly help me to produce better writing.	-	-	-	-	2	4	22	44	26	52	50	100
7	The AI helps me paraphrase and choose the right grammar.	-	-	-	-	2	4	27	54	21	42	50	100
8	I am more active in completing my final assignment due to the use of AI.	-	-	2	4	8	16	27	54	13	26	50	100
10	I know a lot of vocabulary and mastered proper grammar while using the AI.	-	-	-	-	11	22	26	52	13	26	50	100

Based on the data above, utilizing AI in completing the final assignment presents several advantages. The percentage of data gathered from respondents reveals a discernible pattern. The statement ranked sixth obtained a score of 52%, while the seventh and eighth statements received a score of 54%. The tenth statement also achieved a score of 52%, placing it among the highest-ranking statements. Each number signifies the respondents' concurrence with the benefits of utilizing AI as a writing tool to complete the final project.

On the other hand, data generated from student interviews shows that using Quillbot and Grammarly has various advantages. Students revealed that Quillbot and

Grammarly made it easy to paraphrase a sentence and get new vocabulary that anyone else had never used. In addition, they can also determine the correct grammar without fear of being wrong by using AI.

A total of ten participants indicated that the utilization of AI as a writing tool to complete the final project offers a multitude of benefits. The interview participants, students in their eighth semester, explained their utilization of Quillbot and Grammarly. These two artificial intelligence systems approximate and ascertain accurate grammatical structures.

c. The Interests of Using Artificial Intelligence as Writing Tools

Table 4.6 The Interests of Using AI

No.	Statements	SD		D		N		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
4	I am very interested in using this AI, which will help me to complete my final project faster.	-	-	-	-	5	10	22	44	23	46	50	100

These data show student interest in using AI is very high. The highest score in the data is 46%, the highest answer for Strongly Agree. This proves that students are very interested in using AI in completing their final assignment.

Based on the data collected from the results of the interviews. The students expressed a high level of interest in utilizing AI. The students provide a strong interest in using AI due to its advantageous attributes in facilitating the composition of their

culminating academic tasks. These attributes include the ability to rephrase content effectively, the availability of user-friendly programs, and the capacity to ascertain grammatical accuracy. Ten respondents answered this question by producing that students were very interested in using AI to help them complete their final project.

d. The Students Motivation of Using Artificial Intelligence as Writing Tools

Tabel 4.7 The Students Motivation of Using AI

No.	Statements	SD		D		N		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
9	The use of AI will improve my writing skills.	-	-	1	2	10	20	24	48	15	30	50	100
14	Using AI motivates me to improve the quality of my writing and write other works	-	-	-	-	6	12	32	64	12	24	50	100
15	I wish peoples use AI (Quillbot and Grammarly) as writing tools to complete their writing.	-	-	1	2	8	16	16	32	25	50	50	100

Based on the available data, using AI as a tool for composing the final assignment motivates students, prompting them to complete the final project promptly. The statement with the highest score is statement number nine, which received a score of 48%. Statement number 14 obtained a score of 64%, while statement number 15

received a score of 50%. According to this, AI catalyzes enhancing students' writing skills and elevating the overall caliber of their final project compositions.

Based on the results derived from interviews, it has been seen that students exhibit a significant level of motivation when utilizing Quillbot and Grammarly. The students expressed a high level of motivation to expedite the completion of the final assignment due to the assistance provided by this AI system, which facilitated paraphrasing, grammar correction, and overall enhancement of their work.

A total of ten participants responded to the inquiries posed during the interview. Based on the provided data, it can be observed that all participants responded affirmatively, indicating that the utilization of AI served as a significant source of motivation for their final project composition. According to the respondents, using AI facilitated the process of paraphrasing and accurately determining grammatical correctness, hence contributing to the production of high-quality work.

e. The Disadvantages of Using Artificial Intelligence as Writing Tools

Tabel 4.6 The Disadvantages Using AI

No.	Statements	SD		D		N		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
11	The use of AI disturbed my concentration in writing my final project.	8	16	21	42	7	14	11	22	3	6	50	100
12	I am worried that AI will further intrude on my privacy.	3	6	17	34	14	28	13	26	3	6	50	100

13	I am worried about cyber security (Hacking and password protection)	2	4	13	26	10	20	20	40	5	10	50	100
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Based on the data above, using AI has a few disadvantages. The biggest problem needing to improve using AI concerns account security. Besides that, the shortcomings possessed by AI are not that significant. The eleventh statement, with the highest score of 42%, disagrees. The twelfth statement, with the highest score of 34%, disagreed with the statement submitted. Meanwhile, the thirteenth statement, with the highest score of 40%, agreed with one of the shortcomings of AI regarding cyber security. Based on these three statements, using AI has a few disadvantages.

In addition, the data derived from the interview findings indicate that students express concern about utilizing AI. The students disclosed that they exercise caution in maintaining cyber security when using Quillbot and Grammarly. The utilization of these writing tools raises concerns among pupils. The weakness of online-based tools lies in their susceptibility to cyber security threats.

B. Discussion

The initial setting examined in this study pertains to the effectiveness of employing Artificial Intelligence as a writing instrument for the composition of the final project. The results indicate a favorable disposition toward the effectiveness of utilizing Artificial Intelligence as a writing aid. The utilization of AI leads to increased

accessibility and points in numerous assignments (Liu, 2018). Furthermore, online paraphrasing tools and the accurate application of grammar have been shown to substantially impact students' writing output (Choi, 2012; Fitria, 2021). The utilization of Quillbot and Grammarly, which are Artificial Intelligence tools, facilitates paraphrasing and ensures grammatical accuracy for students. It increases the final project's effectiveness (Anam, 2021).

Based on the study's results, it was determined that students provided substantial responses regarding the various advantages of utilizing AI in completing their final assignments. Using Quillbot as a paraphrasing tool significantly aids students in formulating sentences for inclusion in their final project. Quillbot is a paraphrasing tool that is commercially accessible and utilizes sophisticated artificial intelligence technology to rephrase various forms of textual information (Class, 2020). The Quillbot paraphrasing tool modifies our statements to suit different contexts (Yadav, 2021). The aptitude to rephrase a sentence while preserving its intended significance has been exhibited. (Bin & Michael, 2019).

Meanwhile, Grammarly helps students determine the correct grammar in writing the final project, and Grammarly can even detect plagiarism in a sentence. Grammarly is a software tool for error detection and plagiarism detection Gitsaki and Coombe (2016, p. 227). Using Grammarly results in good writing because these tools help students determine and improve vocabulary and grammar and even include the correct citations according to the style used. After the content is uploaded to the Grammarly cloud, the software will undergo analysis through various algorithms, enabling the

identification of a wide range of grammatical and style faults (Carter & Laurs, 2017). Grammarly is widely recognized as one of the most accurate grammar checkers globally Lorna Marie (2018, p. 119).

The study's findings indicate a significant level of student enthusiasm for the utilization of Artificial Intelligence. Quillbot and Grammarly, two Artificial Intelligence (AI) writing tools, have garnered significant student interest due to their interrelated nature. This finding is substantiated by a study conducted by (Nye, 2016), which demonstrates that AI systems can focus on particular objectives by leveraging extensively specialized research. Simultaneously, these systems keep their versatility by connecting with other systems within the ecosystem. Artificial Intelligence holds considerable appeal for students due to its inherent fascination and potential applications. In addition to facilitating sentence construction and grammatical accuracy, these artificial intelligences are interconnected.

The advantages inherent in Quillbot and Grammarly serve as a source of motivation for students to finish their final assignments successfully. This observation is corroborated by prior studies indicating that students exhibit motivation to engage in writing tasks facilitated by technology (Anam, 2021). Students generally exhibit a favorable disposition and embrace technology to enhance their foreign language (FL) abilities, particularly in writing proficiency (Sun's, 2007). The research findings of this study are further corroborated by additional studies, which highlight that the use of technology in foreign language (FL) education, particularly in the context of writing instruction, has been found to enhance student motivation (Meysarah, 2018).

On the other hand, the research findings about the disadvantages of utilizing Artificial Intelligence exhibit limited magnitude. Students' primary area of interest regarding Artificial Intelligence pertains solely to cyber security. The present utilization of technology exposes individuals to potential security vulnerabilities. One of the primary concerns about this technology is the potential for the misuse of user data (Morteza, 2023). The act of phishing, which involves the unauthorized acquisition of sensitive data from users of online technology, poses a significant threat to these individuals (Aleroud & Zhou, 2017). Nevertheless, government application owners and other security forces had foreseen this occurrence. Despite the tremendous efforts made by various stakeholders, such as industry, government, and academia, cybersecurity threats remain pervasive (Morteza, 2023).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research investigates students' perspectives in their eighth semester completing their final project, focusing on utilizing Quillbot and Grammarly in the composition of such a project. The results indicate that students exhibit a favorable and optimistic disposition towards utilizing Quillbot and Grammarly as a writing tool for their final project. The utilization of Quillbot and Grammarly in the writing process elicits favorable feelings among students, manifesting as increased motivation, enhanced effectiveness, identification of advantages and disadvantages, and a heightened interest in employing artificial intelligence (AI) to generate high-quality written work (Anam, 2021). Perception can be examined from multiple perspectives, including the effectiveness of employing Artificial Intelligence, the advantages and disadvantages associated with its use, and the level of interest and motivation exhibited by students when utilizing Quillbot and Grammarly.

The utilization of Quillbot and Grammarly in academic settings has been found to enhance students' effectiveness in writing tasks significantly. By employing AI-powered writing tools, students can effectively analyze and ascertain appropriate grammatical structures, considerably reducing the time required to complete their final projects. When considering the advantages and disadvantages, students exhibit a more favorable disposition towards utilizing Artificial Intelligence than the disadvantages of these writing tools. Regarding interest and motivation, students are strongly inclined

towards utilizing Artificial Intelligence, as it becomes highly advantageous in completing their final project. In addition, students have increased motivation to complete their final tasks expeditiously through writing tools that aid in sentence construction and grammatical accuracy.

Nevertheless, concerning cyber security, students continue to express concerns over safeguarding their data when utilizing Artificial Intelligence. However, it is essential to note that this study solely examines the perception of utilizing Artificial Intelligence as a writing aid and relies exclusively on data gathered through a questionnaire. So, it is recommended to do an additional study that thoroughly examines the literature generated by Artificial Intelligence to obtain a more comprehensive understanding of its quality.

B. Suggestions

This study's research findings can catalyze the dissemination of crucial information to students and academics on the significance and advantages of employing Artificial Intelligence as a writing aid in completing final projects. Furthermore, it is recommended that to attain high standards of quality, efficiency, and ease in completing the final project, both instructors and students should possess knowledge about and utilize Artificial Intelligence as a writing tool. Moreover, it is strongly advised that learners and educators incorporate the utilization of Artificial Intelligence in their writing endeavors.

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APPENDICES

APPENDIX 1

Questionnaire Questions

E-Mail :

Name :

University :

Major :

Semester :

Gender

Male

Female

Age :

Answer the questions below with Yes/No!

A.1 Are you writing your final project?

Yes

No

A.2 Do you know Quillbot and Grammarly?

Yes

No

Answer the statements below by choosing Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.!

1. Quillbot and Grammarly are very easy to access and use anywhere and anytime.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2. The features contained in AI are very easy for students to understand.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

3. The features contained in AI are very suitable for the needs of students in writing the final project.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

4. I am very interested in using this AI, which will help me to complete my final project faster.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

5. The use of AI makes me more comfortable in doing my final project.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

6. Quillbot and Grammarly help me to produce better writing.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

7. The AI helps me paraphrase and choose the right grammar.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

8. I am more active in completing my final assignment due to the use of AI.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

9. The use of AI will improve my writing skills.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

10. I know a lot of vocabulary and mastered proper grammar while using the AI.

- Strongly Disagree
- Disagree

- Neutral
- Agree
- Strongly Agree

11. The use of AI disturbed my concentration in writing my final project.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

12. I am worried that AI will further intrude on my privacy.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

13. I am worried about cyber security (Hacking and password protection)

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

14. Using AI motivates me to improve the quality of my writing and write other works.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

15. I wish peoples use AI (Quillbot and Grammarly) as writing tools to complete their writing.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

APPENDIX 2

Interview Questions

1. Does using Quillbot and Grammarly make your final assignment more effective?
2. Why do you use Quillbot and Grammarly to help write your final project?
3. Is Artificial Intelligence challenging, and are you worried about using online applications?
4. Do you use Quillbot and Grammarly in completing your final project?
5. Are you motivated to finish your final assignment immediately after using this Artificial Intelligence?

APPENDIX 3 RESEARCH DOCUMENTATION

After Permission from The Subject







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Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Haris Muda Batubara
 NPM : 1902050091
 Program Studi : Pendidikan Bahasa Inggris
 IPK Kumulatif : 3.76

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disahkan Oleh Dekan Fakultas
28/02/2023 	Artificial Intelligence Powered Writing Tools as Versatile Assistants for Academic Writing: Insight from EFL College Learners in Writing Final Project	29/2/23
	Narrative Inquiry in Internship Research: An Examination of The Use Personal Experience Micro-credential Program at PT Stechoq Robotika Indonesia	
	Narrative Inquiry: Development of English Subject Materials An Examination of Micro-credential Program at PT Stechoq Robotika Indonesia as Education Engineer	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 28 Februari 2023

Hormat Pemohon,

Haris Muda Batubara

Dibuat Rangkap 3 :
 - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Prodi
 - Untuk Mahasiswa yang bersangkutan



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 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Haris Muda Batubara
 NPM : 1902050091
 ProgramStudi : Pendidikan Bahasa Inggris

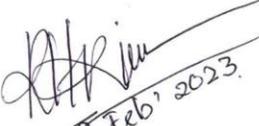
Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Artificial Intelligence Powered Writing Tools as Versatile Assistants for Academic Writing: Insight from EFL College Learners in Writing Final Project

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Pirman Ginting, S.Pd., M.Hum.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya


 28 Feb' 2023.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 28 Februari 2023
 Hormat Pemohon,



Haris Muda Batubara

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Haris Muda Batubara
NPM : 1902050091
Program Studi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Artificial Intelligence Powered Writing Tools as Versatile Assistants for Academic Writing: Insight from EFL College Learners in Writing Final Project	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 28 Februari 2023
Disetujui oleh

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.hum.)

Hormat Pemohon

(Haris Muda Batubara)

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : 1066/IL.3/UMSU-02/F/2023
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Haris Muda Batubara**
N P M : 1902050091
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Artificial Intelligence Powered Writing Tools as Versatile Assistents for Academic Writing : Insight from EFL College Learners in Writing Final Project.**

Pembimbing : **Pirman Ginting,SpD., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

- 1.Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
- 2.Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
- 3.Masa kadaluwarsa tanggal : 29 **Februari 2024**

Medan 8 Sya'ban 1444 H
29 Februari 2023 M



Wassalam
Dekan

Dra. Hj. Syamsuyurnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

- 1.Fakultas (Dekan)
- 2.Ketua Program Studi
- 3.Pembimbing Materi dan Teknis
- 4.Pembimbing Riset
- 5.Mahasiswa yang bersangkutan :

WAJIBMENGIKUTISEMINAR





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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Haris Muda Batubara
NPM : 1902050091
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Artificial Intelligence Powered Writing Tools as Versatile Assistants for Academic Writing : Insight from EFL College Learners in Writing Final Project

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
20/02/2023	writing title	f	
6/03/2023	provisioning gab in Background	f	
3/04/2023	use quality references	f	
10/04/2023	please check the citation	f	
29/05/2023	determine the methodology	f	
17/06/2023	determine the analysis technique of both qualitative & quantitative	f	

Medan, 24 Juni 2023

Diketahui oleh:
Ketua Program Studi
Pendidikan Bahasa Inggris

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)



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Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Selasa Tanggal 27 Bulan Juni Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Haris Muda Batubara
NPM : 1902050091
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Artificial Intelligence Powered Writing Tools as Versatile Assistents for Academic Writing : Insight from EFL College Learners in Writing Final Project

No	Masukan dan Saran
Judul	
Bab I	<i>Background of the study, Identification, formulation, scope and limitation, Formulation & objective of the study</i>
Bab II	<i>Strength and weakness of Artificial Intelligence.</i>
Bab III	<i>Research Design.</i>
Lainnya	
Kesimpulan	[] Disetujui [] Ditolak [<input checked="" type="checkbox"/>] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas


(Dra. Diani Syahputri, M.Hum.)

Dosen Pembimbing


(Pirman Ginting, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)



**MAJELIS PENDIDIKAN TINGGI
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Haris Muda Batubara
NPM : 1902050091
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Artificial Intelligence Powered Writing Tools as Versatile Assistants
for Academic Writing : Insight from EFL College Learners in Writing
Final Project

Pada hari Selasa tanggal 27, bulan Juni tahun 2023 sudah layak menjadi proposal skripsi.

Medan 29 Juni 2023

Disetujui oleh:

Dosen Pembahas

(Dra. Diani Syahputri, M.Hum.)

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)

Diketahui oleh
Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum.



Unggul | Cerdas | Terpercaya
Bila mengawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022

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SURAT IZIN RISET

Nomor: 2696/SI/IL3-AU/UMSU-02/D/2023

Bismillahirrahmanirrahim

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dengan ini memberikan Izin pelaksanaan Riset Penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tertanggal 20 Juli s.d 3 Agustus 2023 kepada :

Nama : Haris Muda Batubara
NIDN : 1902050091
Program Studi : Pendidikan Bahasa Inggris
Judul : **Artificial Intelligence Powered Writing Tools as Versatile Assistent for Academic Writing : Insight from EFL College Leamers in Writing Final Project.**

Demikian surat izin riset ini diperbuat untuk dapat dilaksanakan dengan sebaik-baiknya. Atas perhatiannya diucapkan terima kasih.

Medan, 20 Juli 2023



Dekan,

Dra. Hj. Syamsuyurnita, M.Pd

Cc. Pertinggal.





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Haris Muda Batubara
NPM : 1902050091
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Artificial Intelligence Powered Writing Tools as Versatile Assistants for Academic Writing: Insight from EFL College Learners in Writing Final Project

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
17/07/2023	Need to clarify clearly what research design was used.	
21/07/2023	write in chronological ways the findings.	
25/07/2023	Segment the findings based on the research question	
28/07/2023	in discussion, please transulate the finding with other relevant theories	
14/08/2023	provide clear implication & suggestion of the study	
25/08/2023	please check the writing system of the reference	
28/08/2023	Aze for green table exam.	

Medan, 28 Agustus 2023

Diketahui oleh:
Ketua Prodi

Pirman Ginting S.Pd., M.Hum.

Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum.

Haris Muda Batubara

Medan, Indonesia | +62-822-7392-7219 | harismudabatubara66@gmail.com | <https://www.linkedin.com/in/harismudabatubara/>

SUMMARY

Fresh graduate majoring in English Studies, Universitas Muhammadiyah Sumatera Utara. A resourceful, well-organized, results-oriented, and hardworking person with a proven track record in leading student organizations. Experienced as an Education Engineer, curriculum development design, production of digital teaching materials, and business development based on product innovation. Advanced in Microsoft Office, SPSS, and Google Sheets.

EDUCATION

Universitas Muhammadiyah Sumatera Utara Medan, Indonesia
Bachelor of Education Sept 2019 – Sept 2023
Major in English Studies, GPA of 3.76/4.00
Courses: Intercultural Communication, Linguistics, Writing, Computer and Leadership
University Projects: Artificial Intelligence Powered Writing Tools As Versatile Assistants for Academic Writing

PROFESSIONAL EXPERIENCE

PT Stechoq Robotika Indonesia Sleman, Indonesia
Education Engineer (Internship) Aug 2022 – Dec 2023

- Completed the Learning Management System project in English language learning during the internship period
- Curriculum design and development
- Producing digital teaching materials
- Development of graphic, video and audio learning media
- Prepare weekly reports, project proposals, RAB, WBS, and Load vs Capacity
- Identify business opportunities and create business models
- Conduct a pitchdeck presentation in front of the Main Director of PT Stechoq Robotika Indonesia

SMK Negeri 1 Kotanopan Kotanopan, Indonesia
Introduction to the School Environment II (Internship) Sept 2021

- Preparation of educational administration
- Preparation of learning tools
- Making learning media
- Carrying out the teaching and learning process

ORGANIZATION / ACTIVITIES

Chairman – English Department Student Association of Universitas Muhammadiyah Sumatera Utara 2022/2023
Secretary - Hutapungkut Youth Association 2020 - present
Organizing Committee – International Conference on English Teaching and Linguistics 2023
Steering committee – HMJ Multimedia Training English Language Education 2022
Corner Field Member – Universitas Muhammadiyah Sumatera Utara Library Volunteer 2022/2023
Member – Mandailing Julu Student Association 2019 – present
Member – Youth Alumni Association of SMA Negeri 1 Kotanopan 2019 – present

CERTIFICATION / TRAINING

Business Development – PT Stechoq Robotika Indonesia 2022
Copywriting and Video Editing Workshop – Universitas Muhammadiyah Sumatera Utara 2022
Multimedia Workshop – English Department Students Association of Universitas Muhammadiyah Sumatera Utara 2022
Workshop to Complete Quantitative Data with SPSS – UMSU English Language Education Study Program 2022

SKILLS AND LANGUAGE

Skills Advanced in Microsoft Office, SPSS and Google Sheets. Excellent interpersonal skills, demonstrated by communicating with organization members, colleagues, and non-technical professionals on a daily basis.

Indonesian Native
English Fluent

AWARDS

Winner of Funding for the Student Creativity Program Science and Technology Implementation Scheme (Ministry of Education, Culture, Research, and Technology) 2021
The Champion of UMSU International Poster Competition (Universitas Muhammadiyah Sumatera Utara) 2022