ARTIFICIAL INTELLIGENCE AS A MULTIPURPOSE TOOL FOR WRITING ENGAGEMENT IN EFL LEARNING CONTEXT: WRITING ACCURACY AND LEARNERS' PERSPECTIVE

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
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English Education Study Program

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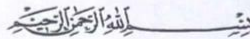
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Judul Skripsi   : Artificial Intelligence as a Multipurpose Tool for Writing Engagement in EFL Learning Context: Writing Accuracy and Learners Perspective

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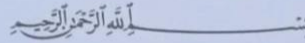Diketahui oleh:

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Judul Skripsi   : Artificial Intelligence as a Multipurpose Tool for Writing
                      Engagement in EFL Learning Context: Writing Accuracy
                      and Learners' Perspective

Dengan ini menyatakan bahwa skripsi saya yang berjudul **"Artificial Intelligence as a Multipurpose Tool for Writing Engagement in EFL Learning Context: Writing Accuracy and Learners' Perspective"**. Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

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

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,

RIANA ANNISA FITRI

ABSTRACT

Riana Annisa Fitri. 1902050053. Artificial Intelligence as a Multipurpose Tools for Writing Engagement in EFL Learning Context: Writing Accuracy and Learners' Perspective, Skripsi. English Education Program Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara, Medan. 2023.

The objective of the research is to find out Learners' Perspective about Artificial Intelligence if their writing accuracy. This study was conducted at the Universitas Muhammadiyah Sumatera Utara, especially for students from the English education study program. The study was designed to assess the impact of AI on the writing accuracy of use AI writing tools, providing valuable insights for educators, developers, and policymakers seeking to optimize AI technologies to support EFL learners in writing their writing text and language learning endeavors. The results of the study showed that AI-powered writing tools can help learners improve their writing skills in several ways: Grammar and Spelling Correction, Style and Clarity Enhancement, Vocabulary and Language Enrichment, Plagiarism Detection, Language Proficiency Assessment, and Personalized Learning Experience (Gayed et al., 2022). As a result, students believe that the AI writing tool paradigm meets their writing needs and helps their writing become better and more accurate.

Keyword: Artificial Intelligence, writing accuracy, learners' perspective

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Asalamualaikum warahmatullahi wabarakatuh

First of all, thanks to Allah SWT and all praises just to Him, the lord of the world and creator of universe who gives us blessings and mercy. Therefore the researcher can complete her research. Shalawat and Greetings are upon the greatest Prophet Muhammad SAW, companions and adherents.

This research entitled "Artificial Intelligence as a Multipurpose Tools for Writing Engagement in EFL Learning Context: Writing Accuracy and Learners' Perspective" to fulfill one of the requirement to obtain the degree of Sarjana Pendidikan in Faculty of Teacher Training and Education at Universitas Muhammadiyah Suamtera Utara. There were so many obstacles faced by the researcher and certainly, without helps from many peoples, especially the following people, it was so difficult for the researcher to accomplished this research. Thus the researcher would like to thank her dearest parents, her beloved father Sumpena and her beloved mother Iis Lisnawati for their loves, prayers, materials, supports and motivations during academic years in completing this study. Therefore, the research also would like to express her gratitude and appreciation to the:

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Medan, 28 October 2023

The researcher

<u>Riana Annisa Fitri</u>
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CHAPTER I

INTRODUCTION

A. Background of Study

The world is experiencing a rapid development in 'Artificial Intelligence' (AI). Technology in this area is progressing to the point where machines can learn and carry out cognitive activities that were previously only possible for humans. Artificial intelligence is now being used to help analyze and interpret data in the scientific community (Utami et al., 2023). Furthermore, new forms of resilience and adaptability in human labor are required as intelligent technology continue to displace human labor. AI's potential to take over many elements of our everyday life and societal organization has led some to worry that it poses an existential threat to humanity.. Artificial intelligence (AI) presents opportunities and challenges, and a firm grasp of what AI is now and what it might become in the future is necessary to fully appreciate these effects (Tuomi, 2018).

While Artificial Intelligence (AI) has the potential to open up new avenues for education, it also has the potential to alter society in ways that educational institutions were not prepared for. Skills gaps and workforce divisions may widen, or educational opportunities may be more equalized. Utilizing AI in the classroom has the potential to alter how students are evaluated and provide new insights into the learning process. Classrooms may be reorganized and rendered obsolete; teaching may become more efficient; and students may be forced to adapt to the

needs of technology, robbing them of their freedom of choice and responsibility. It's not impossible at all. The time has come to consider the potential impact of AI on the educational process. This is not an easy topic, and there is a lot of talk about it. But it's worth your time and effort because it's crucial and fascinating.

Indonesia has entered the Society 5.0 age. According to research on the usage of artificial intelligence, internet users in Indonesia will expand by 1.03%, or around 204.7 million users per year, between 2021 and 2022. The bulk of Indonesia's 204.7 million internet users are aged 5 and up, demonstrating that the growth of artificial intelligence in Indonesia is accelerating, accounting for up to 70% of online user data. Students must understand artificial intelligence in today's environment, where information is power. There are issues for both grammatical correctness and the newcomer's point of view. As a result, as educational technology develops further, it is inevitable that artificial intelligence will have an effect on the classroom setting (Utami et al., 2023).

Artificial intelligence (Al) is a vast scientific field that mimics cognitive abilities like learning, reasoning, and self-correction in artificial systems to solve issues (Mata et al., 2018). Artificial intelligence (AI) applications such as virtual personal assistants, smart vehicles, purchase prediction, speech recognition, and smart home devices are already changing our daily lives in ways that improve human productivity, safety, and health, and even the way we entertain ourselves and communicate with one another (Mata et al., 2018). Rather than delivering fully autonomous systems, AI typically enhances preexisting programs, databases, and

environments with more knowledge and reasoning to make them more user- and context-aware. Research and development in nearly every scientific field is fueled by incremental advances in artificial intelligence. This is because we can apply our growing expertise in AI to solving challenges across a wider range of complexity and scope.

One use of technology that can address the aforementioned issues is the use of Artificial Intelligence to incorporate human thought and knowledge into a computer program so that it can solve a problem in the same way that experts do. Artificial Intelligence (AI) applications in everyday life are becoming increasingly diverse. A writing helper, such as Grammarly, is one example of an Artificial Intelligence program that truly assists us with our daily activities. Grammarly's popularity is growing. Grammarly Inc.'s product, which was first launched in 2009, has a large number of daily active users. This increased from 1 million users in 2015 to 30 million users by 2020 (Huang et al., 2020).

Artificial intelligence (AI) can indeed be a versatile tool for enhancing writing accuracy. AI-powered writing tools leverage natural language processing and machine learning techniques to provide various benefits in terms of grammar, style, and overall accuracy. From a learner's perspective, artificial intelligence (AI) can have a significant impact on writing accuracy. AI-powered tools and technologies can help learners improve their writing skills in several ways: Grammar and Spelling Correction, Style and Clarity Enhancement, Vocabulary and

Language Enrichment, Plagiarism Detection, Language Proficiency Assessment, and Personalized Learning Experience (Gayed et al., 2022).

Based on the experience of researcher in the English language education program at Universitas Muhammadiyah Sumatera Utara, researcher found that most students especially EFL students need AI in their learning. EFL students use AI since they rely too heavily on the multipurpose tool and need help communicating effectively when they could not rely on it. EFL students may be expected to writing a text for a short length of time in an academic or professional situation, which can increase pressure and influence the quality of their writing. Working rapidly might lead to errors, inaccuracies, or a lack of attention to detail. This study was contribute to the ongoing discussions of learners' perspectives on the role of AI and the writing accuracy of use AI tools, providing valuable insights for educators, developers, and policymakers seeking to optimize AI technologies to support EFL learners in writing their writing text and language learning endeavors.

This research was conducted at the Universitas Muhammadiyah Sumatera Utara, especially for students from the English education study program. The researcher makes a research at English study program because the research focuses on EFL students. Therefore, her research is closely aligned with the English study program, which is related to artificial intelligence applications that EFL students almost use.

B. Identification of the Problem

Based on the background describe above, the researcher identified the following problems:

1. Learners' need Artificial Intelligence tools for helps their writing accuracy.
2. Learners' have difficulty to finding the correct word as well as using correct verbs and applying accurate grammatical rules in writing.

C. The Scope and limitation

This research's scope is learners' perspective and writing accuracy. And limited this research will be focused on Artificial Intelligence tools for learners' writing accuracy and learners' perspective.

D. The Formulation of the problem

The formulation of the problem focused on:

1. What are learners' perspectives on using artificial intelligence as a multipurpose tool in their writing?
2. What are the aspects of writing accuracy occur by using AI as multipurpose tool for writing?

E. The objective of the study

Based on the formulation of the problem above, the purpose of this research is:

1) To find out learners' perspectives on using artificial intelligence in their writing accuracy.
2) To find out the aspects of writing accuracy occur by using AI as multipurpose tool for writing.

F. The significance of the study

1. Theoretically

This research is very helpful to find students' difficulties in writing during using artificial intelligence tools, as well as to find out learners' perspectives on using artificial intelligence tools in learning writing, and then to find out the advantage and disadvantages of artificial intelligence tools. So after knowing the cause of the problem, it is hoped that it can provide an understanding so that the quality of writing using artificial intelligence tools can increase.

2. Practically

a. Lecturers can find out the students' writing accuracy in learning writing so that they can help students writing accuracy with the use of artificial intelligence tools.

b. Researchers can add information about the advantages and disadvantages as well as learners' perspectives of artificial intelligence tools.

c. Students can increase their knowledge by using artificial intelligence tools.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Artificial Intelligence

Artificial intelligence (Al) is a vast scientific field that mimics cognitive abilities like learning, reasoning, and self-correction in artificial systems to solve issues (Mataa et al,2017). Artificial intelligence (AI) applications are becoming increasingly commonplace, with examples including virtual personal assistants, smart vehicles, purchase prediction, speech recognition, and smart home devices. These and other AI-based techniques are already altering our daily lives in ways that enhance human productivity, safety, and health, and even the ways in which we amuse ourselves and interact with one another (Mataa et al,2017).

One of the most talked about new developments in the world is Artificial Intelligence (AI). The medical, surgical, automotive, aviation, business, industrial, educational, and associated areas are just some of the many that feel the effects of artificial intelligence. Technology improvements are increasing library technical services and user services (Ali et al., 2020).

J McCarthy used the term 'AI' in 1955 while compiling a research proposal for the Dartmouth Summer Research Conference (McCarthy et al., 1955). There has been no commonly accepted concept of artificial intelligence since then. It can be loosely defined as the incorporation of human intelligence into machines: 'AI is a cluster of technology and computing approaches centered on the ability of

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computers to make adaptable logical judgments in response to unpredictable environmental situations' (Tredinnick, 2017).

While various definitions exist depending on the situation, the researcher has picked the following as the most relevant to the current study: 'AI refers to an area of computer science dedicated to the building of computers doing activities that generally require human intelligence' (Jakhar, 2020). According to (Berendt, 2020), AI's immediate output is knowledge, which can be valuable and comprehended by both humans and machines. Furthermore, AI has a social impact, as evidenced by the prevalence of massive social networks, search engines, and national and multinational surveillance programs (Berendt, 2020). It is regarded as a societal good for the conveyance of knowledge and information.

In order to deliver the best educational practice, educators must be present in the classroom. The arrival of Artificial Intelligence modifies the function of instructors, who play an important part in the educational system. AI generally uses advanced analytics, deep learning, and machine learning to measure the pace of a certain individual, among other things (Kengam, 2020).

Artificial intelligence in education will customize learning, provide more effective learning experiences, empower students to discover their skills, improve their creativity, and reduce the burden on instructors. Having said that, there are conflicting perspectives. In artificial intelligence research, transferring teaching jobs to computers is considered as a risk (Humble & Mozelius, 2019). To prepare for this future, states and nations must develop a teacher profile that will engage with these support systems (Wogu, Misra, Olu-Owolabi, Assibong, & Udoh, 2018).

In terms of individualized education, Pedro et al. (2019) highlight a dual-teacher model with artificial intelligence: teachers spend a lot of time on routine and other administrative tasks, such as repeating frequently and answering questions about many topics, but in-class artificial intelligence-supported assistants (secondary teachers) will reduce the time spent on routine procedures, allowing teachers to focus on student guidance and one-to-one communication. (Gocen & Aydemir, 2020)

AI will effect almost every element of our lives in the future, with education being the most affected because teaching and learning are such a crucial part of life, and the current education system leaves a lot to be desired. Historically, education was not as adaptive as what AI in education would provide in the future. Teachers, who play the most important role in the education system, are both unscalable and expensive. Teachers are overwhelmed with paperwork and undervalued in certain countries. AI can help each individual by recommending a course based on their interests and skill assessments.

2. The Impact of Artificial Intelligence

AI may have positive and negative impacts on learning in formal education. Because Artificial Intelligence (AI) is currently high on the political agenda, it may appear that AI should be employed in as many educational situations as possible. Because the limitations of technology and the constraints of applying it are frequently not fully understood, when a new promising technology appears, it may appear to bring up whole new alternatives for addressing old difficulties.. (Tuomi, 2018).

Despite the many advantages despite the benefits that technology has brought to education, there are still questions about how it will impact higher education institutions. As online education and educational resources become more freely available on the internet, many traditional universities and colleges are concerned about the future of their institutions. As a result, many higher education institutions require assistance in keeping up with rapid technological developments and seeking strategies to adapt and remain relevant in the digital era. (Seo et al., 2021). However, there are some instructional activities where AI may make an important impact. Assessment in its different forms is one such responsibility. A central component of traditional intelligent tutoring systems is a student model, which maintains information about the learner's current state and, based on the student model, attempts to infer possible bottlenecks in the student's understanding of a domain that she or he is learning.

Advantages of Artificial Intelligence

1) Machine Translation

   One advantage of artificial intelligence is the use of machine translation in teaching. This technology allows the innovation to easily translate text into other languages, allowing students in learning about various cultures and practices from throughout the world. As a result of advancements made by experts in this field, artificial intelligence has several benefits that help people improve their lives on a daily basis. Machine translation allows for quick translations of any two written language combinations, which is helpful for learning about another culture or practicing a second language.

2) Reduction in Human error

Because of technological improvements, people have been able to automate many tasks that were formerly performed by humans. Artificial intelligence (AI), for example, has helped to decrease human error while judging tests and homework assignments in education.

3) Information Organization

Aside from the capabilities of AI systems in education, there are numerous benefits for pupils. These intelligent devices, in particular, have been employed by teachers and educators all over the world to increase student performance because to their extraordinary qualities, such as the ability to offer knowledge continuously from a variety of sources and never forget anything. There is also a growth in the use of Artificial Intelligence (AI) systems in schools across the world since it helps pupils become more efficient learners due to its comprehensive understanding abilities that allow them to access new knowledge rapidly. They can discover answers utilizing easily accessible directories such as Wikipedia or Google Scholar, avoiding the gaps in instructional materials that arise when using traditional techniques such as books or lectures. This has enabled all types of people, including those living in rural areas, to participate.

4) Personalized Learning

Artificial intelligence is altering the educational landscape. Personalized learning, which uses information from student data to generate individualized lessons and activities for students based on their needs and interests, is one

example of this development. Artificial intelligence advancements have enabled technology companies such as Google to collect vast amounts of data about each user's interests in order to produce tailored content that keeps users engaged with an app or website for longer periods of time than was previously considered possible.

5) Better for Special Needs Students

Because of its versatility, artificial intelligence can be used to assist students with particular needs. The AI works individually with each student to ensure that they are learning at their optimal pace while also providing them with more one-on-one time with educators who may miss important points of information when teaching in a large group setting due to a lack of attention or participation from certain members of the class.

a. Disadvantages of Artificial Intelligence

1) Human Interaction Decreases

There are various disadvantages of using artificial intelligence in teaching. One negative is that students lose the opportunity to practice and gain social skills because they are not exposed to real people during class. This makes it difficult for them when they leave school and require these types of contacts on the job or even socially as adults.

2) Financial Issue

Artificial intelligence in education has numerous budgetary challenges. Artificial intelligence is created by highly educated scientists who have studied for many years to master their skill, and they require funding to continue their

research as well as pay personnel who work on the projects alongside them. While artificial intelligence has some educational benefits, it also has significant drawbacks. Financial issues are one of the most serious drawbacks of artificial intelligence in education.

3) Inadequate Emotional Intelligence

There are various reasons why artificial intelligence is harmful in education. One possible cause is a lack of emotional intelligence, which for certain people might be advantageous when it comes to studying and learning. Although AI has just recently been used as a tool outside of engagement with other humans or simply communicating with another person through human touch, this technology should not be used to entirely replace teachers because they supply more than just information. They provide children with the opportunity to develop social skills such as empathy and communication talents that will aid them in their future endeavors, whereas AI cannot teach these important success aspects at all.

4) Reduces students' thinking abilities

There are numerous drawbacks to adopting artificial intelligence in classrooms. The biggest one is that it takes away students' thinking power and makes them more reliant on technology for everything rather than knowing how to do things themselves.

5) Communication Difficulties

There are numerous disadvantages to using artificial intelligence in education; however, the most significant disadvantage is that there would be a massive

communication gap between teachers and students if robots were used as part-time instructors during school hours instead of human beings due to their inability to communicate with each other on social levels as regular people could. Although artificial intelligence has the potential to revolutionize education, the communication gap between computers and humans remains significant. Artificial intelligence has the potential to transform how we teach pupils new skills, but there are some challenges that must be solved before it becomes widely used.

3. AI writing tools

Artificial intelligence (AI) writing tools are programs that either fully automate the writing process or provide substantial assistance when one is stuck. In response to textual inputs from users, these technologies employ machine learning algorithms to generate natural-sounding content. Other AI tools, such grammar checkers, paraphrasers, and summarizers, have narrower but nonetheless useful applications, such as correcting typos and grammatical errors or rephrasing text.

a. Grammarly

Evaluation of Automated Writing, Grammarly, a leading computer tool with the application of computer language learning in the EFL classroom, is an automatic evaluation writing (AWE) based on Artificial Intelligence (Yang, 2018). Many computer programs not only assist language learners in improving their language skills, but also enable language teachers to research more effective teaching strategies. One exciting trend is the use of computer tools to automatically

evaluate writing. Feedback from computer programs, in particular, benefits not only language learners but also teachers, because learners can immediately modify their own writing and teachers can lessen the effort of checking and evaluating writing (Chou et al, 2016). Grammarly, My Access, Criterion, and Cywrite are examples of AWE applications that can be found online.

Grammarly is one of the most accurate online grammar checkers available, but its function as a feedback tool at universities has received little attention. Grammarly categorizes faults into six groups: context spelling, grammar, punctuation, sentence structure, style, and vocabulary enhancement (O'neil & Russell, 2016). Grammarly delivers detailed and relevant feedback, including mistakes and recommendations. It has a high impact, high precision, and a fast evaluation speed with no errors.

b. ChatGPT

Chat GPT, or Generative Pre-trained Transformer, is a sort of artificial intelligence (AI) that analyzes text and facilitates in the creation of automated responses. The Generative Pre-trained Transformer, or GPT, is an artificial intelligence (AI) model capable of producing text that appears to have been written by a human. There are several applications for this technology, including content generation, language translation, and summarization. ChatGPT is a tool for natural language processing programs that can create text with little effort. It is open source and free to use, making it a low-cost business option. However, the use of AI in the sphere of education, particularly in tasks requiring academic writing, clearly requires a more careful approach. (Perdani, 2023).

ChatGPT has the potential to be a useful and powerful tool for activities such as automatic draft production, article summarization, and language translation. The usage of ChatGPT speeds up the academic and scientific writing process for writers, particularly students and early career researchers. One of ChatGPT's key benefits is its ability to swiftly analyze massive volumes of data. For example, using models, researchers may analyze thousands of research articles in less than half the time it takes to read them manually. This helps researchers to save time and focus on other parts of their research. ChatGPT can make ideas to enhance your writing and publication, as well as your prospects of success. ChatGPT apps address all area of academic writing (Zohery, 2023).

c. Quillbot

QuillBot is one of the most widely used free paraphrase generators on the internet. Quillbot's artificial intelligence (AI) is used to provide paraphrases based on the text entered(Dale, 2020). QuillBot provides a solution for instructors and students who are unable to manually paraphrase their work by supporting They will do it automatically. The method for using this tool is straightforward. Once we've written or pasted the text and clicked the Rewrite button, QuillBot can rewrite it (Kinga & Gupta, 2021).

Quillbot has a grammar checker, summarizer, citation generator, and co-writer in addition to paraphrasers. Quillbot's modes and features are highly diverse and complex, and they can be adjusted to the author's individual needs. Even when paraphrasing, quillbot includes a synonym meter that the author can customize. The more synonyms there are, the less accurate the text.

4. Writing Accuracy

Accuracy is essential when someone is writing such a kind of text. Accuracy entails not just ensuring that the material is factually and grammatically correct, but also that all style requirements have been followed. One of the most significant methods for a writer to demonstrate competence in writing is to assure accuracy.

Accuracy refers to the process of correcting learners' use of the language system, which includes grammar, vocabulary, and mechanics. Language manipulation activities in the classroom can help students learn courtesies. Examples include controlled practice, drills, the study and application of grammar principles, and activities that assist students in recognizing their own flaws. (British Council).

According to the BSNP (The Body of National Education Standard), the aspects of accuracy are grammar and vocabulary. Furthermore, Copp (2012: 5) asserts that there are three major aspects of writing accuracy: 1) Document correctness refers to the thorough covering of your themes; (2) stylistic accuracy refers to the careful use of language to express meaning; and (3) technical accuracy is dependent on the writer's conceptual understanding of the subject and its vocabulary. According to Collins (2011: 9), writing accuracy comprises grammar, diction, and mechanics.

Based on the explanation above, accuracy is divided into three parts: grammar, vocabulary, and mechanics. According to Christine (2013), grammar is the structural system of a language or languages in general, and it is often understood to consist of syntax and morphology. Furthermore, Collins (2011)

defined grammar as the discipline of linguistics concerned with syntax, morphology, and, on occasion, phonology and semantics.

The other aspect of accuracy is vocabulary. Willey (2010) describedA dictionary or glossary defines vocabulary as a collection of words and, more frequently, phrases, abbreviations, inflectional forms, and so on, normally arranged alphabetically and defined or otherwise recognized. According to those definitions, vocabulary is all the words that a specific individual knows and uses, which are usually in the form of phrases, abbreviations, inflectional forms, and so on, and are usually placed in alphabetical order and defined or otherwise identified, as in a dictionary or glossary. Moreover, According to Merriam (2014), vocabulary Vocabulary is the study of the meanings of words, how they are used, root words, affixes, suffixes, and analogies.

The last aspect of writing accuracy is mechanics. According to Nordquist (2009), the standards guiding the technical aspects of writing in composition include spelling, punctuation, capitalization, and abbreviation. Firestone (2008) states that mechanics in writing refers to how the writer should attempt to remedy problems in spelling, punctuation, and capitalization. According to Nordquist (2009), the standards guiding the technical aspects of writing in composition include spelling, punctuation, capitalization, and abbreviation.

Based on the theories described thus far, it is possible to deduce that writing accuracy relates to how a correct writer uses grammar, diction, and mechanics correctness in writing such kind of text.

B. Previous Study

(Utami et al., 2023) in her journal title "Utilization of artificial intelligence technology in an academic writing class: How do Indonesian students perceive?" Specifically, this paper aims to The results reveal that (1) AI-based learning tools aid students in conducting academic research, particularly during the planning stage, when they are tasked with identifying and developing themes, and the drafting stage, when they are tasked with creating a paper draft; (3) students are eager in employing AI technology in academic writing class so that the learning process will not be boring, and (2) AI-based learning tools are deemed flexible in accessibility despite not being able to cover all necessities required by students in the writing process. The quality of students' academic papers has not improved across the board when AI techniques have been utilized in academic writing programs.

Fitria, (2021) in her journal title "Grammarly" as AI-powered English Writing Assistant: Students' Alternative for English Writing" Grammarly is highly recommended by the researcher for students. Grammarly is a web tool to execute grammar checks well, starting from the spelling of words, sentence structure to standard grammar. You can use Grammarly without spending a dime to check for and fix spelling, capitalization, and punctuation mistakes. Thanks to its AI engine, Grammarly can provide timely and accurate feedback on your writing. Two different services, one of which is free while the other requires payment, are both accurate. The premium (paid) edition of Grammarly contains many more features and all of the advantages and benefits of the free version.

(Hwang & Chien, 2022) in his journal title "Definition, roles, and potential research issues of the metaverse in education: An artificial intelligence perspective" One of the most promising technologies of the present day is the metaverse. However, it is uncommon to think about using the metaverse as a teaching tool. Many educators may not even be aware of the basics of what the metaverse is, let alone its potential applications. In this position paper, we want to provide a clear definition of the metaverse. Potential applications and research obstacles related to the metaverse in pedagogical settings are also highlighted. Responsibility of AI in the metaverse and education in the metaverse are also discussed. Professionals in the fields of computer science and educational technology are targeted readers for this essay in the hopes that they will gain a deeper grasp of the metaverse and its potential applications.

C. Conceptual Framework

This study is motivated by the growing use of AI and advanced technology in various industries. This study was explored EFL students' perceptions regarding the use of artificial intelligence (AI) and advanced technology in writing. It includes investigating their attitude toward the technology and the perceived usefulness and ease of using AI and advanced technology to improve the quality of their writing. It is important to understand the perceptions of English learners towards this technology because they are users of AI tools. This study seeks to contribute to the existing literature on AI and advanced versatile technologies to the accuracy of writing while shedding light on EFL learners' perceptions and experiences of using artificial intelligence.

Figure 2.1 Conceptual Framework

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                    ┌─────────────────────────┐
                    │  Artificial Intelligence │
                    └─────────────────────────┘
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                    ┌─────────────────────────┐
                    │       Learners'          │
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                    ┌─────────────────────────┐
                    │        Writing           │
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    ┌──────────────────┐                  ┌──────────────────┐
    │ Writing Accuracy │                  │   Perspective    │
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              │                                     │
    ┌──────────────────┐                  ┌──────────────────┐
    │ Aspects of writing│                 │   1.  Positive   │
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    ┌──────────────────┐                  ┌──────────────────┐
    │  1.   Grammar    │                  │   2. Negative    │
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    ┌──────────────────┐                           │
    │  2. Vocabulary   │                           │
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    │  3. Mechanics    │                           │
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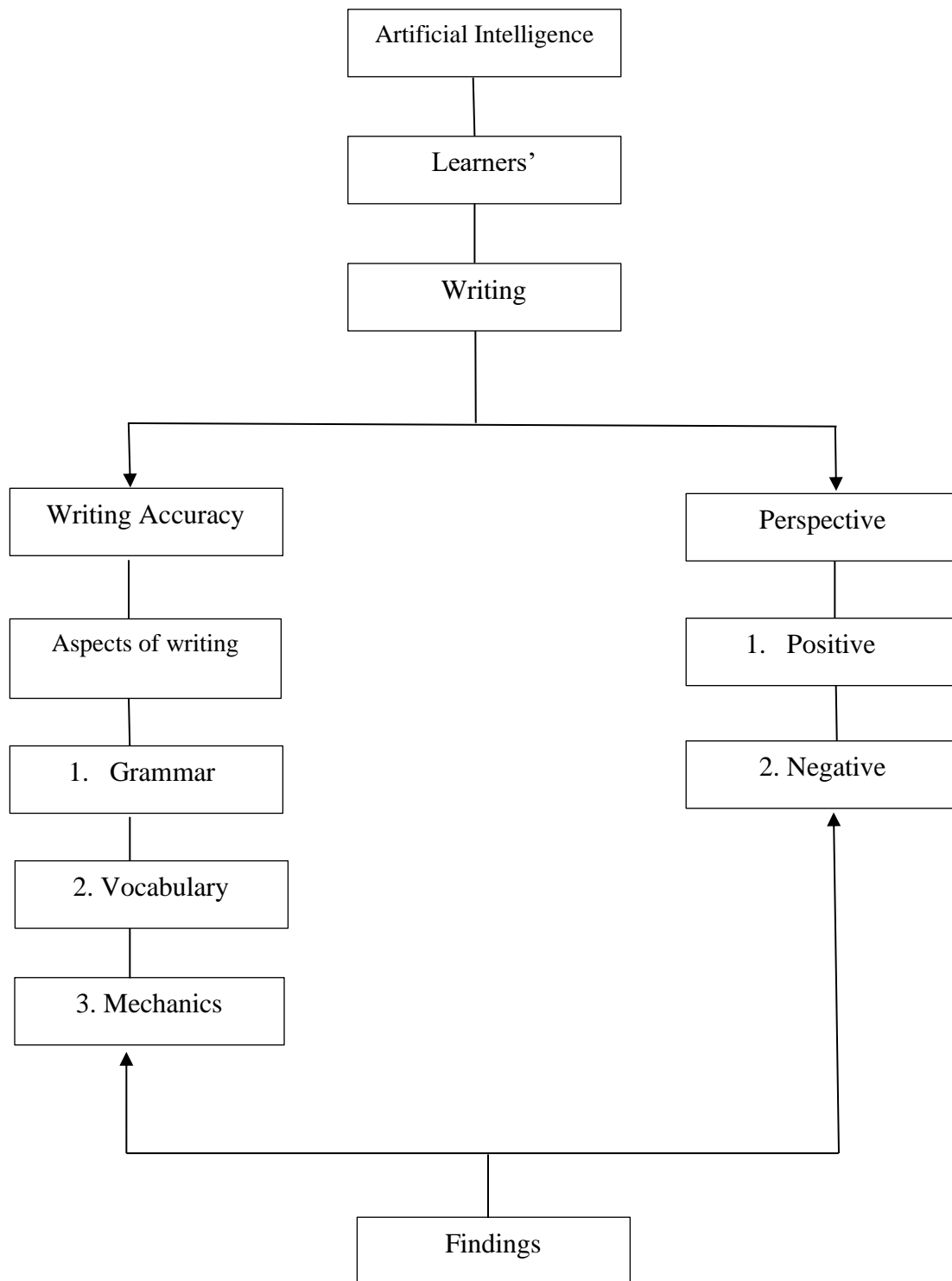
CHAPTER III

RESEARCH METHODOLOGY

A. Research design

The researcher typically employed two types of research methods: quantitative and qualitative research. The distinction between quantitative and qualitative research is that quantitative research is framed in terms of using numbers and closed-ended questions. While qualitative is defined by the use of words and open-ended questions. A typical example is a case study (Creswell, 2018).

This study aims to explore how learners' perspectives of artificial intelligence tools while they are used in learning, especially in their writing accuracy. It used a mixed-method approach, where the quantitative data and qualitative data are conducted together. Creswell (2009) mentioned that using a mixed - method employs both quantitative and qualitative study strengths.

The sequential explanatory design was applied to combine and mix various datasets to be collected and analyzed. This research is divided into quantitative and qualitative phases, which are performed independently before combining quantitative and qualitative data for a more thorough knowledge of the research topics and phenomena. The quantitative and qualitative stages' results are combined in a single mixed-method research.

B. Subject of the study

The subjects of this study were students from 6 semesters of English education students at Universitas Muhammadiyah Sumatera Utara. There was one

class that will be the representative of 6 semesters in Universitas Muhammadiyah Sumatera Utara specifically classes that study essay writing. The 6 A classes that study essay writing were chosen as purposive sampling to gain some specific purposes. 6A was chosen because the class studied essay writing. Based on that situation, 6A was the right one to be chosen as the subject of the study, because it represented another class in the English education study program Universitas Muhammadiyah Sumatera Utara. Another subject of the study was the teacher who was teaching essay writing subject to the student of 6 semesters in English education study program Universitas Muhammadiyah Sumatera Utara.

C. The instrument of the Study

The researcher used a closed-ended questionnaire and an interview as the study instrument in this research. The purpose of the closed-ended questionnaire is to collect quantitative data on students' perspectives of artificial intelligence in the accuracy of writing. It was structured on a 5-point Likert scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree) and was consist of 16 questions about each student's point of view.

Furthermore, the questionnaire had a total of 16 questions. In terms of qualitative data, the instrument or interview was design ten questions that was ask the students' perspectives and investigated how they explore their writing accuracy using artificial intelligence. The researcher believes that the qualitative investigation can provide the best understanding of supporting the quantitative data as expected.

D. The technique of data collection

The first phase of the study is a questionnaire, which is sent via an internet platform. Meanwhile, prior to data collection, students were provided entire study information. The students worked on 16 questions on their perspective on using artificial intelligence (AI) tools in order to enhance their writing accuracy. The 5-point Likert Scale was transformed into a Google form. The perceptive scale assesses the students' thoughts of using AI tools using 16 items on a 5-point Likert scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). The subscales' total score ranges from 0 to 100 points.

The second phase, collecting the qualitative data, used 10 questions regarding the students' perspectives on using artificial intelligence (AI) tools in order to enhance their writing accuracy. It was designed as a semi-structured interview. The students was asked to participate in a 15-minute interview after completing the scale.

E. Technique of Data Analysis

In this study, descriptive statistics are applied in SPSS 26.0 for quantitative data analysis. The students' viewpoint scores were computed by recoding the items under each scale and then totaling the results. Furthermore, data identification and transcribing, initial coding, topic search, theme evaluation, theme definition and naming, and theme finalization are utilized to analyze qualitative data (Braun & Clarke, 2006). The following analyses were used to integrate the data: quantitative analysis, qualitative analysis, identification of similar and dissimilar results, production of joint display tables, comparison of tables and themes, and

confirmation, disconfirmation, or expansion of the results (Creswell & Plano Clark, 2018).

The integration and presentation of data results with three intended outcomes: in the coherence of quantitative and qualitative findings 1) Confirmation occurs when findings from one type of data confirm findings from another type of data; 2) Expansion occurs when findings from two sources differ and expand on various insights and address different aspects; and 3) Discordance occurs when findings from two data sets are inconsistent and contradict each other. However, it is still necessary to analyze the distinctions.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter addressed the research question for this study. Within the descriptive statistical analysis, the result of the learners perspective about the aim of using Artificial Intelligence tools for learners writing accuracy is shown. Finally, the researcher presented the interpretation of the entire research process.

A. Research Findings

1. Learners Perspective

Before the purpose of this study was carried out, descriptive statistics were used to measure respondents' perceptions and satisfaction with the use of AI and several types of AI used in writing completion and in writing accuracy As for some aspects researched by researchers, namely How useful is the use of AI in the writing process, self-efficacy in the use of AI in the writing process, and the configuration of the use of tools in the AI.

The study examined students' perceptions and their satisfaction since they used AI in the writing process. The advantages of using AI and existing tools in writing completion and accuracy in writing based on the experience and needs of student participants. "Strongly disagree" and "Disagree" combine to produce one negative response, while "Strongly Agree" and "Agree" combine to form one positive response, and "Neutral" is as a single value.

Table 4.1 Learners' Perspective

No	Variables	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)
1	The use of AI writing tools provides flexibility to the study at the time convenient to the learners.	0%	0%	**0%**	**4,2%**	14,1%	5,6%	**19,7%**
2	AI writing tools (Quillbot, Grammarly, ChatGPT) are very easy to access and use anywhere and anytime	0%	0%	**0%**	**8,3%**	11,7%	5,6%	**17,3%**
3	The use of AI improve my writing accuracy	0%	0%	**0%**	**5,2%**	14,1%	4,4%	**18,4%**

4	AI writing tools (Quillbot, Grammarly, ChatGPT) help me to produce better writing	0%	0%	**0%**	**8,3%**	13.3%	8,8%	**22,0%**
5	I feel very confident while using AI writing tools to my writing accuracy	0%	0%	**0%**	**5,2%**	10,2%	8,8%	**18,9%**
6	I feel that AI writing tools have no effect at all of my writing accuracy	71,9%	14,1%	**85,9%**	**0%**	0%	0%	**0%**

Table 4.2 Self-efficacy in using AI in the writing process

7	I feel very confident that I can improve my writing accuracy with AI writing tools	0%	0%	**0%**	**3,1%**	15,6%	5,6%	**21,3%**
8	The use of AI disturbed my concentration in writing my writing accuracy	75,0%	12,5%	**87,5%**	**0%**	0%	0%	**0%**
9	I believe that AI writing tools is user - friendly to use	0%	0%	**0%**	**5,2%**	11,7%	8,1%	**19,4%**
10	I'm concerned that AI will intrude even more on my privacy.	90,6%	3,1%	**93,8%**	**1,0%**	0%	0%	**0%**

11	I believe that using AI writing tools (Quillbot, Grammarly, ChatGPT) can improve my writing accuracy	0%	0%	**0%**	**5,2%**	12,6%	6,9%	**19,4%**

Table 4.3 Configuration of using AI systems and tools

12	AI writing tools are too expensive for learners'	75,0%	9,4%	**84,4%**	**1,0%**	0%	0,6%	**0,6%**
13	I intend to use AI writing tools to get upgrade my writing accuracy	0%	0%	**0%**	**5,2%**	15,6%	4,4%	**20.0%**
14	The AI writing tools assist me in paraphrasing and selecting appropriate grammar.	0%	0%	**0%**	**2,1%**	13,3%	8,1%	**21,4%**

15	The features contained in AI are very suitable for student who need to upgrade their writing accuracy	0%	0%	**0%**	**10,4%**	10,2%	5,6%	**15,8%**
16	I feel satisfied using AI writing tools for the my writing accuracy	0%	0%	**0%**	**5,2%**	10,2%	8,8%	**18,9%**

Based on the data above shows that the use of AI aids provides flexibility to learn at a time that suits the desire to learn 19.7%, and with 4.2% stating neutral in this regard, then AI tools (Quiltbot, Grammarly, ChatGPT) are very accessible and used anywhere and anytime with a presentation of 17.3%, students who agree with AI and some types of AI are easily accessed anytime and anywhere and also some students who state Netrral with a presentation of 8.3% of AI that can be used anytime and anywhere. Also in the use of AI in improving writing accuracy, students get a percentage of 18.4% which means that many agree with this

statement with AI statements that can improve writing accuracy, some are also neutral about this statement with a percentage of 5.2%. In the statement that AI and the like can help in producing a paper with students who agree with a percentage of 22.0% and there are also those who think neutral about it with a percentage of 8.3% which indicates that some are neutral about this statement, this is aspect at the usefulness of AI in writing and writing accuracy.

In terms of respondents feeling that being very confident when using AI writing aids had no effect at all on the accuracy of respondents' writing, many responded by disagreeing with the presentation 85.9% which indicates that many respondents disagree with the statement that AI has no effect on writing accuracy, in contrast to the statement that AI can increase writing accuracy by a percentage of 21.3% also with some respondents who choose neutral in the statement that AI can increase writing accuracy by a percentage of 3.1%, In the use of AI, the concentration of writing respondents and the accuracy of writing many respondents disagree with this, evidenced by a high percentage of disapproval of 87.5%, which means that many respondents disagree with the statement that AI interferes with concentration and accuracy in writing. In a statement that respondents believe AI is an easy-to-use tool to help respondents complete writing with a percentage of 19.4% with some giving a neutral statement about it. Another case with the statement where AI ad to the respondent's concern in invading respondent's privacy which received a large rejection as evidenced by a fairly high percentage of 93.8% which means that many do not agree that AI can invade respondents' privacy, some respondents in terms of using AI writing tools Quiltbolt, Grammarly, ChatGPT can increase the accuracy

of respondents' writing with a percentage of 19.4% and also in this case there are also some who are neutral in this case with a percentage of 5.2% this is the percentage of self-efducing factors in the use of AI in the writing process.

To use AI requires a fairly high cost, many respondents disagree with it with a percentage of 84.4%, which means that AI users to help in writing do not require high costs, also some respondents have enthusiasm in using AI with a percentage of 20%, there are also those who give a neutral response to it with a percentage of 5.2%,, AI also helps respondents in paraphrasing writing where this statement also gets a sufficient percentage of 21.4% also as respondents there are those who choose neutral with a percentage of 2.1%, as for many features in AI that are used to improve writing accuracy which is evidenced by the results of respondents 15.8% There were also those who chose to be neutral with a percentage of 10.4% in the satisfaction survey in the use of AI getting a percentage of 18.9% also with some respondents who chose etral with a percentage of 5.2%. This is the percentage in configuration factor in system usage or feature features in AI.

Table 4.4 Total score each subcale learners' perspective

No	Questioner	Score	Percentage
1	**Total Score**	1689	100%
2	**Usefulness of AI in learning to write**	213	12,6%
3	**Self-efficacy in using AI in the writing process**	377	23,3%

4	**Configuration of using AI systems and tools**	1099	65,1%

The table above illustrates respondents' total silence scores and satisfaction with each related measurement factor. The total score of respondents' perception and satisfaction is (1689), having three subscales of student perception and satisfaction. With a total scot of 1689 or (100%), with several existing categories, the first is the use of AI in writing with a score achievement (213 or 12.6%), then the next category Self-efficacy in the use of AI in the writing process gets a score (377 or 23.3%), then the last category of system use configuration and AI Tools gets the highest score (1099 or 65%).

2. Types of Writing Accuracy

This is one of the student essays I interviewed:

Should Students Get Limited Acces from The Internet

In today's world, we are surrounded by various enhancements in our environment and daily lives. We are already in the twenty-first century, and everything we require is readily available and simple to use, which is why we are reliant. We have already witnessed technological advancements that assist us in making our daily lives easier to manage.

Let's emphasize internet connectivity when we're talking about technological advancements. The internet is extremely significant today because it is where most transactions can be located and accessed. It is crucial in the sense that we may quickly

obtain the information we require for our jobs. It is very significant for those students. It will assist them in getting things done with its assistance.

With the involvement of technology, particularly the internet, in our generation, student access to the internet should be regulated. It should and will always be limited, particularly those prohibited sites that are not appropriate for young children or students since they may have an impact on how they view our society.

Students should have limited access to the internet since there are some items and sites on the internet that disclose pornography, which may impact their development, particularly their thinking. It will really lead them to engage in undesirable behaviours that will have a detrimental impact on society. They should only have access to information that is relevant to their needs in school.

Based of that essay, The student essay primarily uses a mix of present and past tenses. Here are examples of sentences with the respective tenses:

Present tense : "The Internet has grown to be very beneficial and necessary for any transaction needed to obtain rapid information..."

"Students now place more emphasis on the internet because they can access it to complete their assignments."

Past tense: "Students should have constrained access to the internet due to certain sites and resources accessible that provide pornography and may negatively impact their mental development."

The student's essay uses appropriate word meanings, but there's a sentence where the choice of words could be reconsidered for clarity:

"Internet usage often danger getting addicted and turning their lives upside down."

The word "danger" appears to be employed as a noun in this statement, yet it appears to be a verb. It may be more evident to use a verb form like "poses a danger" or "is a danger". "Internet usage often poses a danger of getting addicted and turning their lives upside down." This change clarifies that "danger" is a possible result of excessive internet usage.

Furthermore, the essay uses correct idiomatic expressions, but there is a phrase that could be adjusted for better clarity and idiomatic usage:

"Students should get limited access to the internet is a complicated one."

It would be more idiomatic to say:

"The question of whether students should have limited access to the internet is a complicated one." This revision maintains the intended meaning while using the more idiomatic structure of expressing a question or issue.

Based on overall students essay writing is good. Writing precision requires the use of language, grammar, and mechanics. The essay above uses the correct tense and structure by alternating between present and past tense. Aside from that, in mechanics, the essay above employs accurate spelling and capital letters. The students were able to write a text more confidently because they could used AI writing tools well. The students found many new vocabularies and related to the topics which were discussed while writing a piece of writing such as an essay. It means that they could explore their ideas easier than before because they had enough vocbularies. Students also got better understanding in grammar, especially complex sentence, because they had to use Simple present tense is followed by simple past tense and the present perfect. This tense is appropriate for both passive and active sentences used in writing essay. From the

existing student essays, the average student's writing is accurate. approximately, 7 out of 10 student essays follow the types of writing accuracy. The students' understanding related to mechanics was better because they used to write in proper way and taught by lecturers and also assisted by AI writing tools.

This is also the result of student interview transcript about AI in writing **:**

Providing multiple features. Students across all transcripts indicated that they felt the presence of versatile AI tools on platforms such as Grammarly, Quillbot and ChatGPT in the midst of learning to write in determining the accuracy of their writing. The students felt supported and worry-free in carrying out their learning activities in writing. For example, one student said:

"The features of AI writing tools can be put to good use if used wisely. They can help check grammar, spelling, and provide suggestions to improve sentences."

Some students also felt that they struggled to adapt to the AI writing platforms available in modern times. They realize that the systems provided by AI platforms require internet quota in order to be used. However, in the end they have to deal with it and keep up with its development over time. One of them represents that:

"The weakness of AI is that the internet must be connected, if our signal is faulty then AI cannot be used." (Student 7).

Flexibility. The interview transcripts show that most students think that using AI writing tools provides flexibility for them. It is very convenient for students that they can work on their scientific papers, essays or writing lessons anywhere and anytime, they also have to deal with other home affairs but can still be able to use AI writing tools on their digital platforms. One of them said:

"AI writing tools really helps writers save time and be more flexible. I can use AI wherever I am so it can ease my work in producing quality writing". (Student 3).

Furthermore, most of them said that the flexibility of using AI writing tools still requires double-checking to ensure accuracy. One student said:

"When paraphrasing, the writer needs to re-read and re-correct the sentences that have been given, because sometimes the grammar is not understood and also to avoid plagiarism." (Student 1).

Ability to increase students' confidence in their writing skills. The students indicated that the AI writing tools could slightly increase their confidence in their writing skills. They feel that the AI writing tools are self-learning oriented. They have to learn it all by themselves to ensure the accuracy of their writing. Three of the students I interviewed said:

"I have a high level of confidence in my ability to produce text accurately. However, I always check and revise the text generated by the AI writing tool, as no tool is perfect." (Student 6).

"I think my confidence has increased a lot after using AI writing tools, I also learned how each sentence and phrase is formed cohesively and coherently." (Student 4).

"I don't fully believe in my writing using writing aids, but I use writing aids as a tool. This means that even if I use an AI writing aid, I will double-check it with my own understanding without the aid." (Student 1).

B. Discussion

Based on the result, the collected data discovered that there were positive perspectives overall with artificial intelligence writing tools. Students mentioned that they have experienced the support of AI writing tools for their writing skills or accuracy. The success of implementing students writing accuracy is determined by the AI tools used, which means for their grammar, vocabulary, and mechanics. They said the AI was useful for learning the theoretical principles, getting through the writing process more smoothly, and picking up new vocabulary and grammar to utilize in their writing.

With these positive pespective, this findings show that EFL students may benefit from using AI writing tools.Students experience the provided features available in AI writing tools are very beneficial. The variety of features in AI writing tools has yet the necessities of the students in the writing processes. They must employ other AI-based learning tools (Utami et al., 2023). It's essential to consider your specific writing needs and the features offered by each platform. Many of these tools offer free trials, allowing you to test their capabilities before committing to a premium subscription.

Furthermore, the study discovered that students' difficulties were frequently focused on the AI writing tools' proposed payment for premium accounts. Some students were upset since they had used an internet quota allowance to use the AI writing tools and had to pay again to use it with a premium membership. Researchers are also interested in the challenges that students confront when utilizing online English learning. When choosing an AI writing tool, consider the

specific requirements of your writing projects, whether you need assistance with grammar, content creation, paraphrasing or a combination of these features. Experiment with different tools to find the one that best aligns with your writing needs and preferences.

Another positive perception from this study is students confirmed the flexibility of AI writing tools. Perceived time flexibility has a considerable favorable impact on behavioral engagement and academic performance (Kokoç, 2019). From the transcripts, some students said that in using the AI writing tool they felt flexibility in time and place. Students can use AI writing tools anywhere and anytime, shortening their time to do other work while completing their writing using AI writing tools. This findings agrees with previous research from other studies of perspective students by (Utami et al., 2023). The study revealed that It was deemed that AI-based learning tools were flexible, allowing participants to work collaboratively or individually. However, the range of features has yet to meet the needs of those involved in the writing process. They must employ more AI-based learning technologies.

Furthermore, compared to negative perspectives, more positive perspectives were shown by students. This is supported by the findings of interviews on EFL student Universitas Muhammadiyah Sumatera Utara, which show a satisfied response from students. Therefore, it can conclude that students show that AI writing tools help students in accuracy of writing. Most of students said that using They were more motivated to learn when using AI-based learning tools because they were enjoying discovering new features. This outcome is in line with what

Chen et al. (2020) found: students benefit from AI's new learning opportunities but also face the challenge of adjusting to them. As a critical problem for students, motivation in writing is important to performance in writing (Cutler & Graham, 2008; De Smedt et al., 2016; Feliks et al., 2019).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the findings, students mostly expressed their positive perspective towards Artificial Intelligence as Multipurpose tools for their writing accuracy. This study discovered that when students used AI writing tools, they felt more confident in their writing because of the various and engaging features. The operation of all functions is easy to access, making it suitable for students as beginners to artificial intelligence. Meanwhile, it provides flexibility to use AI at any time convenient for them and allows them to conduct their writing wherever they are. Even though Artificial Intelligence writing applications are available online but come at a price, students still require it because they are motivated to enhance their writing accuracy in terms of grammar, vocabulary, and mechanics.

However, the learners complained that the phrases in the AI writing tool were too advanced and lacked understand language. Furthermore, users cannot be certain that the information obtained using AI writing tools is always accurate. Students must also double-check their writing to ensure that it is accurate and to their taste. Students must pay close attention to their writing's vocabulary, grammar, and mechanics. As a result, students believe that the AI writing tools paradigm meets their writing needs and helps their writing become better and more accurate. However, Teachers are still needed in academic writing classes, in order to help learners in developing their writing abilities and

to offer constructive critique in a systematic approach. Artificial intelligence (AI) could be used as a supplemental aid in academic writing classes.

B. Suggestion

1. Students

   Teachers advise students to employ AI writing tools to assist them enhance their academic writing. There are numerous AI writing tools resources available to pupils. Despite the fact that there will be several interruptions while utilizing it, researchers encourage students to take advantage of the AI writing tools available in this current day. Students, including Generation Z, must be able to explore themselves in order to determine the sophistication of available AI in today's increasingly sophisticated society. Students can study autonomously with AI since AI provides new grammar and vocabulary.

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APPENDICES

Appendix 1: Blueprint of Instruments

A. Quantitative Research Instrument (Questionnaire)

Students' Perspectives

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Aggre
1	The use of AI writing tools provides flexibility to the study at the time convenient to the learners.					
2	AI writing tools (Quillbot, Grammarly, ChatGPT) are very easy to access and use anywhere and anytime					
3	The use of AI improve my writing accuracy					
4	AI writing tools (Quillbot, Grammarly, ChatGPT) help me to produce better writing					
5	I feel very confident while using AI writing tools to my writing accuracy					
6	I feel that AI writing tools have no effect at all of my writing accuracy					
7	I feel very confident that I can improve my writing accuracy with AI writing tools					

8	The use of AI disturbed my concentration in writing my writing accuracy					
9	I believe that AI writing tools is user - friendly to use					
10	I'm concerned that AI will intrude even more on my privacy.					
11	I believe that using AI writing tools (Quillbot, Grammarly, ChatGPT) can improve my writing accuracy					
12	AI writing tools are too expensive for learners'					
13	I intend to use AI writing tools to get upgrade my writing accuracy					
14	The AI writing tools assist me in paraphrasing and selecting appropriate grammar.					
15	The features contained in AI are very suitable for student who need to upgrade their writing accuracy					
16	I feel satisfied using AI writing tools for the my writing accuracy					

B. Qualitative Research Instruments

1. Have you ever used AI writing tools for the accuracy of your writing?

2. Please explain your perspective about AI writing tools! (Quillbot, Grammarly, ChatGPT)

3. Do you often have difficulty in writing? Explain! (writing assignment/essay)

4. Do you think the features in AI writing tools (Quillbot, Grammarly, ChatGPT) can be put to good use? Explain!

5. In your opinion, what are the weakness of AI writing tools? (Quillbot, Grammarly, ChatGPT)

6. What obstacles do you commonly experience when using AI writing tools?

7. Why did you choose AI writing tools for the accuracy of your writing?

8. To what extent are you confident in your writing skills when using AI writing tools?

9. In your opinion, how does AI affect your writing skills?

10. How satisfied are you with AI writing tools for the accuracy of your writing?

Appendix 2 : The Result of Research Instrument

A. The Result of Questionnaire

	Q1	Q2	Q3	Q4	Q5	Q6
S1	agree	Neutral	agree	Neutral	strongly agree	strongly disagree
S2	agree	Neutral	strongly agree	Agree	strongly agree	strongly disagree
S3	neutral	Agree	agree	Neutral	neutral	strongly disagree
S4	agree	Neutral	strongly agree	Agree	strongly agree	strongly disagree
S5	strongly agree	strongly agree	agree	Agree	strongly agree	strongly disagree
S6	agree	Neutral	neutral	Neutral	strongly agree	strongly disgaree
S7	strongly agree	Neutral	agree	Agree	strongly agree	strongly disagree
S8	agree	Agree	agree	Agree	neutral	strongly disagree
S9	neutral	strongly agree	strongly agree	Neutral	agree	disagree
S10	agree	Agree	agree	Agree	agree	disagree
S11	neutral	strongly agree	strongly agree	Agree	neutral	disagree
S12	agree	Neutral	agree	Agree	agree	strongly disagree
S13	strongly agree	Agree	agree	Agree	agree	strongly disagree
S14	agree	Neutral	neutral	Neutral	agree	strongly disagree
S15	strongly agree	Agree	neutral	Neutral	neutral	strongly disagree
S16	agree	Neutral	neutral	strongly agree	neutral	strongly disagree
S17	neutral	Agree	agree	Neutral	strongly agree	strongly disagree

S18	strongly agree	strongly agree	neutral	strongly agree	agree	disagree
S19	agree	Agree	agree	strongly agree	strongly agree	disagree
S20	agree	Agree	agree	Agree	agree	strongly disagree
S21	strongly agree	strongly agree	agree	strongly agree	agree	strongly disagree
S22	agree	Agree	agree	Neutral	strongly agree	strongly disagree
S23	agree	strongly agree	agree	Agree	agree	strongly disagree
S24	agree	Agree	agree	Agree	agree	strongly disagree
S25	agree	Agree	strongly agree	Agree	strongly agree	strongly disagree
S26	strongly agree	strongly agree	strongly agree	strongly agree	strongly agree	strongly disagree
S27	agree	Agree	agree	Agree	strongly agree	strongly disagree
S28	strongly agree	Agree	agree	strongly agree	strongly agree	disagree
S29	agree	strongly agree	agree	Agree	strongly agree	disagree
S30	agree	strongly agree	strongly agree	Agree	agree	disagree
S31	strongly agree	Agree	strongly agree	Agree	agree	strongly disagree
S32	strongly agree	Agree	agree	strongly agree	strongly agree	disagree

	Q7	**Q8**	**Q9**	**Q10**	**Q11**	**Q12**
S1	agree	strongly disagree	strongly agree	strongly disagree	strongly agree	strongly disagree
S2	agree	Disagree	strongly agree	strongly disagree	neutral	strongly disagree
S3	neutral	Disagree	strongly agree	strongly disagree	strongly agree	strongly disagree

S4	agree	Disagree	agree	strongly disagree	neutral	strongly disagree
S5	agree	Disagree	agree	strongly disagree	strongly agree	strongly disagree
S6	neutral	strongly disagree	strongly agree	strongly disagree	neutral	strongly disagree
S7	agree	strongly disagree	strongly agree	strongly disagree	strongly agree	strongly disagree
S8	agree	strongly disagree	strongly agree	Disagree	strongly agree	strongly disagree
S9	strongly agree	strongly disagree	strongly agree	strongly disagree	agree	strongly disagree
S10	agree	strongly disagree	agree	strongly disagree	strongly agree	strongly disagree
S11	agree	strongly disagree	agree	strongly disagree	neutral	strongly disagree
S12	strongly agree	strongly disagree	agree	strongly disagree	agree	strongly disagree
S13	agree	strongly disagree	agree	strongly disagree	agree	strongly disagree
S14	strongly agree	strongly disagree	strongly agree	strongly disagree	agree	strongly disagree
S15	strongly agree	strongly disagree	agree	strongly disagree	agree	strongly disagree
S16	strongly agree	strongly disagree	agree	strongly disagree	neutral	strongly disagree
S17	agree	strongly disagree	agree	strongly disagree	agree	strongly disagree
S18	strongly agree	strongly disagree	neutral	strongly agree	agree	strongly disagree
S19	agree	Disagree	strongly agree	strongly disagree	agree	strongly disagree
S20	agree	Disagree	strongly agree	strongly disagree	agree	strongly disagree
S21	strongly agree	Disagree	strongly agree	strongly disagree	agree	disagree
S22	agree	strongly disagree	agree	strongly disagree	agree	disagree
S23	agree	strongly disagree	neutral	strongly disagree	strongly agree	disagree
S24	agree	strongly disagree	neutral	strongly disagree	strongly agree	disagree

S25	agree	strongly disagree	strongly agree	strongly disagree	agree	strongly disagree
S26	neutral	strongly disagree	agree	Neutral	Strongly agree	disagree
S27	agree	strongly disagree	agree	strongly disagree	agree	strongly disagree
S28	agree	strongly disagree	agree	strongly disagree	agree	strongly disagree
S29	agree	strongly disagree	agree	strongly disagree	agree	strongly disagree
S30	agree	strongly disagree	agree	strongly disagree	strongly agree	neutral
S31	strongly agree	strongly disagree	strongly agree	strongly disagree	strongly agree	strongly agree
S32	agree	strongly disagree	agree	strongly disagree	agree	strongly disagree

	Q13	**Q14**	**Q15**	**Q16**
S1	agree	Neutral	agree	strongly agree
S2	neutral	Agree	neutral	strongly agree
S3	agree	strongly agree	agree	strongly agree
S4	agree	Agree	agree	strongly agree
S5	strongly agree	Agree	neutral	neutral
S6	neutral	strongly agree	neutral	strongly agree
S7	agree	Agree	agree	neutral
S8	neutral	Agree	agree	agree

S9	strongly agree	strongly agree	neutral	strongly agree
S10	agree	Agree	agree	sgree
S11	agree	strongly agree	agree	strongly agree
S12	agree	Neutral	neutral	neutral
S13	agree	Agree	neutral	agree
S14	strongly agree	strongly agree	strongly agree	neutral
S15	neutral	Agree	neutral	agree
S16	agree	Neutral	strongly agree	neutral
S17	neutral	Agree	agree	agree
S18	strongly agree	strongly agree	strongly agree	strongly agree
S19	agree	Agree	agree	agree
S20	agree	Agree	agree	agree
S21	strongly agree	strongly agree	strongly agree	strongly agree
S22	agree	Agree	strongly agree	agree
S23	agree	strongly agree	neutral	strongly agree
S24	agree	Agree	strongly agree	agree
S25	agree	Agree	agree	agree

S26	agree	strongly agree	neutral	strongly agree
S27	agree	Agree	neutral	agree
S28	agree	Agree	neutral	agree
S29	agree	Neutral	agree	strongly agree
S30	agree	strongly agree	agree	strongly agree
S31	agree	Agree	strongly agree	strongly agree
S32	Agree	Agree	neutral	agree

B. Transcriptions of Interview

Subject Name : Student 1

Grade : A morning

Date : Friday, 08 September 2023

Location : Universitas Muhammadiyah Sumatera Utara

Subject	Line	Interview Discussion	Theme
R	1	Have you ever used AI writing tools for the accuracy of your writing?	
S	2	Yes, I have	
R	3	Please explain your perspective about AI writing tools! (Quillbot, Grammarly, ChatGPT)	
S	4	I think AI writing tools applications are very helpful in various fields, some of these supporting applications can be very useful if used wisely, for example, ChatGPT uses this application to provide basic concepts or anglers to provide information about something. Then grammarly is useful for improving language use in accordance with established rules, as well other applications	
R	5	Do you often have difficulty in writing? Explain! (writing assignment/essay)	
S	6	Yes, I often find it difficult to write, such as when writing essay. This usually happens due to the lack of information that I collect so I experience difficulties	
R	7	Do you think the features in AI writing tools (Quillbot, Grammarly, ChatGPT) can be put to good use? Explain!	
S	8	Yes, I think this feature is very useful if used well. Apart from providing more information,	

		this AI tools can makes my work easier. So that work is more effective and efficient	
R	9	In your opinion, what are the weakness of AI writing tools? (Quillbot, Grammarly, ChatGPT)	
S	10	The weakness that Quillbot has so far is that when paraphrasing oocurs, it is necessary for the writer to re-read and correct the sentences that have been given, because sometimes the grammar is less understandable, then the grammar while using the the grammar from KBBI I have found it difficult or not. Has weakness, whereas if the GPT chat produces information that is copied directly without filtering, the source obtained is inaccurate or not from a trusted source	
R	11	What obstacles do you commonly experience when using AI writing tools?	
S	12	The problem I experienced might be for Quillbot and there is no grammar, while for ChatGPT is because I don't use this tool very often, I'm not very familiar with using it. So that is what becomes an obstacle	
R	13	Why did you choose AI writing tools for the accuracy of your writing?	
S	14	Appart from making my work easier, with this tools my work becomes faster and more effective	
R	15	To what extent are you confident in your writing skills when using AI writing tools?	
S	16	I don't fully trust my writing using AI writing tools, but I use AI writing tools as a tool. This means that even if I use an AI writing tool I will double check it with my own understanding without the tool	
R	17	In your opinion, how does AI affect your writing skills?	

S	18	Very influential, especially in scientific writing suach as essay writing	
R	19	How satisfied are you with AI writing tools for the accuracy of your writing?	
S	20	Depends on what AI writing tools I use, and what type of writing I do. For example, if I'm working on scientific writing, I feel satisfied using the ChatGPT AI writing tol which can give me a basic overview of the material I will be developing.	

Subject Name : Student 2

Grade : A morning

Date : Friday, 08 September 2023

Location : Universitas Muhammadiyah Sumatera Utara

Subject	Line	Interview Discussion	Theme
R	1	Have you ever used AI writing tools for the accuracy of your writing?	
S	2	Yes, I have	
R	3	Please explain your perspective about AI writing tools! (Quillbot, Grammarly, ChatGPT)	
S	4	AI is quite good and effective to produce unique writing especially for academic, for students who have been struggle and confused about how to make unique sentence, and make a writing about certain topic, AI is one of the best choice and it can produce instantly. But, AI has some disadvantages on some platform like Quillbot, Grammarly which offer full pack features but user must be pay for it, it quite difficult for student	
R	5	Do you often have difficulty in writing? Explain! (writing assignment/essay)	

S	6	Yes, especially in English. Sometimes I still confused of which vocabulary to choose or arrange sentence to make it logic	
R	7	Do you think the features in AI writing tools (Quillbot, Grammarly, ChatGPT) can be put to good use? Explain!	
S	8	Yes, it can. In good use, AI can be used for helping students with their assignment which deadline soon, cause AI can help instantly	
R	9	In your opinion, what are the weakness of AI writing tools? (Quillbot, Grammarly, ChatGPT)	
S	10	The weakness like as I have been explained in the first question, it offer full pack features but students must be pay for it	
R	11	What obstacles do you commonly experience when using AI writing tools?	
S	12	The obstacles are sometimes sentences produced from AI in high level English, so middle level like me was hard to comprehend the meaning and must double checking with dictionary. Second, the obstacle is with buying the fullpack features	
R	13	Why did you choose AI writing tools for the accuracy of your writing?	
S	14	I choose AI because it is easy to use, can produce instantly, suitable for me when have deadline assignment	

R	15	To what extent are you confident in your writing skills when using AI writing tools?	
S	16	AI tools have impact for my writing skills, not an big impact, but could improve my writing skills and also helped me so much in doing my assignment when I get confused	
R	17	In your opinion, how does AI affect your writing skills?	
S	18	For the writing skills, it quite have an impact that improve my writing skill, which they can identify errors, grammars, suggestion to improve clarity and various style of writing. Which also give some knowledge for me who still lack in grammar	
R	19	How satisfied are you with AI writing tools for the accuracy of your writing?	
S	20	I'm not actually 100% satisfied with the accuracy by using AI tools, cause sometimes I must double check it to make it logic and clarity. But using AI tools helped me so much in doing my assignment when I get confused and also improving my writing skills	

Subject Name : Student 3

Grade : A morning

Date : Friday, 08 September 2023

Location : Universitas Muhammadiyah Sumatera Utara

Subject	Line	Interview Discussion	Theme
R	1	Have you ever used AI writing tools for the accuracy of your writing?	
S	2	Yes, I use this AI tool some time	
R	3	Please explain your perspective about AI writing tools! (Quillbot, Grammarly, ChatGPT)	
S	4	Quillbot is an tool that is very helpful for reducing or avoiding plagiarism in writing	
R	5	Do you often have difficulty in writing? Explain! (writing assignment/essay)	
S	6	So far I haven't experienced any difficulties in using it	
R	7	Do you think the features in AI writing tools (Quillbot, Grammarly, ChatGPT) can be put to good use? Explain!	
S	8	Yes, the features make it easier for me as a user, besides this tool is also free	
R	9	In your opinion, what are the weakness of AI writing tools? (Quillbot, Grammarly, ChatGPT)	
S	10	You have to keep checking again so you don't get caught in plagiarism	
R	11	What obstacles do you commonly experience when using AI writing tools?	
S	12	The problem is that tool includes quotes that are no longer cited or excerpts from existing works	

R	13	Why did you choose AI writing tools for the accuracy of your writing?	
S	14	This tools really helps writers save time in producing quality writing	
R	15	To what extent are you confident in your writing skills when using AI writing tools?	
S	16	Very confident, because this tools is also widely used in my environment	
R	17	In your opinion, how does AI affect your writing skills?	
S	18	Using this tools makes the writing of higher quality because it has been paraphrased and saves the writer's time	
R	19	How satisfied are you with AI writing tools for the accuracy of your writing?	
S	20	Very satisfied, this tools is very helpful	

Subject Name : Student 4

Grade : A afternoon

Date : Monday, 18 September 2023

Location : Universitas Muhammadiyah Sumatera Utara

Subject	Line	Interview Discussion	Theme
R	1	Have you ever used AI writing tools for the accuracy of your writing?	
S	2	Yes, of couse. I have	
R	3	Please explain your perspective about AI writing tools! (Quillbot, Grammarly, ChatGPT)	
S	4	According to me, AI writing tools is really helped me when I write my task especially about scientific writing. Because scientific writing need a proper grammar writing that must be written coherent and cohesively. Quillbot and Grammarly are such a combo application for writing journal/article even thesis	
R	5	Do you often have difficulty in writing? Explain! (writing assignment/essay)	
S	6	Yes, I do. The difficulty of writing essay is so much bothering me because it need a comprehensive and logical writing, so I need to improve my writing to make it cohesively and coherently.	
R	7	Do you think the features in AI writing tools (Quillbot, Grammarly, ChatGPT) can be put to good use? Explain!	
S	8	Yes, of course. Because they have an important use in any condition of writing it journal or essay	

R	9	In your opinion, what are the weakness of AI writing tools? (Quillbot, Grammarly, ChatGPT)	
S	10	In my mind, the weakness of AI writing tools is lies on their premium features that require us to buy it if we want to improve them	
R	11	What obstacles do you commonly experience when using AI writing tools?	
S	12	Because some AI writing tools need premium features to update more uses, so it sometimes when the premium features has expired, it will make us to spend more money to update the premium features	
R	13	Why did you choose AI writing tools for the accuracy of your writing?	
S	14	Because, it helps me very well when I do my writing assignment	
R	15	To what extent are you confident in your writing skills when using AI writing tools?	
S	16	I think my confidence is much more improving that last because when I use AI writing tools, I also learn how every sentences and phrases are formed cohesively and coherently	
R	17	In your opinion, how does AI affect your writing skills?	
S	18	It really affect my writing accuracy because I think AI tools really has important rules for students like me to learn more about how to arrange sentences well so that they connect with each other	
R	19	How satisfied are you with AI writing tools for the accuracy of your writing?	

S	20	They're really satisfied for writing because with AI tools I can complete my assignment and also learn how to write well	

Student Name : Student 5

Grade : B morning

Date : Monday, 18 September 2023

Location : Universitas Muhammadiyah Sumatera Utara

Subject	Line	Interview Discussion	Theme
R	1	Have you ever used AI writing tools for the accuracy of your writing?	
S	2	Yes, I have used AI writing tools for the accuracy of my writing	
R	3	Please explain your perspective about AI writing tools! (Quillbot, Grammarly, ChatGPT)	
S	4	My perspective about that tools it's very useful for me to help me writing such as assignment and essay	
R	5	Do you often have difficulty in writing? Explain! (writing assignment/essay)	
S	6	Yes, I do. I often difficult in writing for my assignment	
R	7	Do you think the features in AI writing tools (Quillbot, Grammarly, ChatGPT) can be put to good use? Explain!	
S	8	Yes, I do. Because AI writing such as Quillbot, Grammarly and ChatGPT can be good use help up writing our assignment or essay	
R	9	In your opinion, what are the weakness of AI writing tools? (Quillbot, Grammarly, ChatGPT)	
S	10	Using AI writing tools can present some challenges and risks for writers, such as reducing the authenticity and originality of writing	

R	11	What obstacles do you commonly experience when using AI writing tools?	
S	12	My obtacles experienced for AI tools do not understand adjective meaningless	
R	13	Why did you choose AI writing tools for the accuracy of your writing?	
S	14	I thought because time efficiency. These tools can help the writers save valuable time by quickly identify and correct grammar and spelling errors	
R	15	To what extent are you confident in your writing skills when using AI writing tools?	
S	16	AI make writing more efficient and more creative. But not accurated some time	
R	17	In your opinion, how does AI affect your writing skills?	
S	18	AI tools affect for my writing skill to be better when create written content	
R	19	How satisfied are you with AI writing tools for the accuracy of your writing?	
S	20	I'm satisfied because AI writing tools can enhance productivity and improve the quality of your writing and maybe AI writing tools are increasingly becoming a good asset for writers, content creators, and professionals across various fields	

Subject Name : Student 6

Grade : A morning

Date : Monday, 28 September 2023

Location : Universitas Muhammadiyah Sumatera Utara

Subject	Line	Interview Discussion	Theme
R	1	Have you ever used AI writing tools for the accuracy of your writing?	
S	2	Yes, I have used AI for my writing accuracy to produce text with high accuracy	
R	3	Please explain your perspective about AI writing tools! (Quillbot, Grammarly, ChatGPT)	
S	4	My perspective on AI writing tools like Quillbot, Grammarly and ChatGPT is that they are very useful in improving writing accuracy and helping writers. These tools can also save time in the writing process, as they can provide instant suggestions	
R	5	Do you often have difficulty in writing? Explain! (writing assignment/essay)	
S	6	Some difficulties include difficulty finding the right words, organizing ideas well or overcorming creative blocks	
R	7	Do you think the features in AI writing tools (Quillbot, Grammarly, ChatGPT) can be put to good use? Explain!	
S	8	The features of AI writing tools can be put to good use if used wisely. They can help check grammar,spelling and make suggestions for improving sentences	

R	9	In your opinion, what are the weakness of AI writing tools? (Quillbot, Grammarly, ChatGPT)	
S	10	The weakness of AI tools is that they don't. Sometimes they can provide suggestions that are out of context or irrelevant. They are not always able to identify certain nuances of language or writing style	
R	11	What obstacles do you commonly experience when using AI writing tools?	
S	12	The problem when using AI is that the network is unstable, which makes writing difficult	
R	13	Why did you choose AI writing tools for the accuracy of your writing?	
S	14	I choose AI writing tools for my writing accuracy because they can help check my grammar. Spelling and provide suggestions that can improve the quality of the text	
R	15	To what extent are you confident in your writing skills when using AI writing tools?	
S	16	I have a high level of confidence in my ability to produce a text accurately. However, I always check and revise text generated by AI writing tools, because no tool is perfect	
R	17	In your opinion, how does AI affect your writing skills?	
S	18	The impact of AI on my writing skills is that I can help writers by providing better grammar and writing style suggestion. However, I don't have the ability to generate creative ideas	
R	19	How satisfied are you with AI writing tools for the accuracy of your writing?	

Subject	Line	Interview Discussion	Theme
S	20	I'm very satisfied with AI because it really helps my writing and makes the writing process easier	

Subject Name : Student 7

Grade : B morning

Date : Friday, 22 September 2023

Location : Universitas Muhammadiyah Sumatera Utara

Subject	Line	Interview Discussion	Theme
R	1	Have you ever used AI writing tools for the accuracy of your writing?	
S	2	Yes, I have	
R	3	Please explain your perspective about AI writing tools! (Quillbot, Grammarly, ChatGPT)	
S	4	My opinon about AI writing tools are Quillbot makes it easy for us to paraphrase a sentence so that their sentences don't look the same. Grammarly makes it easy for us to correct sentence structure so that our sentences look good and correct and than ChatGPT makes it easy for us to submit requests and receive in the form of images, text, graphic and videos produced	
R	5	Do you often have difficulty in writing? Explain! (writing assignment/essay)	
S	6	Yes, I have. Sometimes I have difficulty writing essays. I still make mistakes in composing English sentences, so the grammar is not correct. But after I use AI especially grammarly, my sentence be better	

R	7	Do you think the features in AI writing tools (Quillbot, Grammarly, ChatGPT) can be put to good use? Explain!	
S	8	Yes of course, I have experienced using AI	
R	9	In your opinion, what are the weakness of AI writing tools? (Quillbot, Grammarly, ChatGPT)	
S	10	The weakness from AI writing tools is internet must be connected, if our signal error, so that AI can't be used	
R	11	What obstacles do you commonly experience when using AI writing tools?	
S	12	The obtacles using AI is sometimes there are some things that we think are right but are blamed by AI	
R	13	Why did you choose AI writing tools for the accuracy of your writing?	
S	14	Because AI help me to do my writing assignment or essays	
R	15	To what extent are you confident in your writing skills when using AI writing tools?	
S	16	If you say that extent I believe in AI, I'm 98% confident in AI. AI makes it easier for me to write, especially in grammar. I can tell that my sentences structure is wrong and AI makes it correct	
R	17	In your opinion, how does AI affect your writing skills?	
S	18	The influence of AI is very big in my essay writing. Especially nowadays, technology is really needed in various field, one of which is education	
R	19	How satisfied are you with AI writing tools for the accuracy of your writing?	
S	20	Very satisfied	

Subject Name : Student 8

Grade : A morning

Date : Friday, 22 September 2023

Location : Universitas Muhammadiyah Sumatera Utara

Subject	Line	Interview Discussion	Theme
R	1	Have you ever used AI writing tools for the accuracy of your writing?	
S	2	Yes, I have	
R	3	Please explain your perspective about AI writing tools! (Quillbot, Grammarly, ChatGPT)	
S	4	Those are things that help everyone to complete the final research	
R	5	Do you often have difficulty in writing? Explain! (writing assignment/essay)	
S	6	Sometimes, for example like I'm confused to connct one statement to other statement	
R	7	Do you think the features in AI writing tools (Quillbot, Grammarly, ChatGPT) can be put to good use? Explain!	
S	8	Yes, I think like that	
R	9	In your opinion, what are the weakness of AI writing tools? (Quillbot, Grammarly, ChatGPT)	
S	10	To open them you need to much quota internet	
R	11	What obstacles do you commonly experience when using AI writing tools?	
S	12	Internet connection	
R	13	Why did you choose AI writing tools for the accuracy of your writing?	
S	14	Because AI help me to complete and finish my writing assignment and essay	

R	15	To what extent are you confident in your writing skills when using AI writing tools?	
S	16	Of course yes	
R	17	In your opinion, how does AI affect your writing skills?	
S	18	It's so nice. I'm more confident to read my writing and didn't afraid when someone wants to read my writing	
R	19	How satisfied are you with AI writing tools for the accuracy of your writing?	
S	20	Very satisfied. I give 100 score for it	

Subject Name : Student 9

Grade : A morning

Date : Friday, 22 September 2023

Location : Universitas Muhammadiyah Sumatera Utara

Subject	Line	Interview Discussion	Theme
R	1	Have you ever used AI writing tools for the accuracy of your writing?	
S	2	Yes, I have used AI writing tools	
R	3	Please explain your perspective about AI writing tools! (Quillbot, Grammarly, ChatGPT)	
S	4	In my view, Quillbot is an AI writing tool that really helps students to change sentences to be more neat and interesting, but unfortunately to get all types of paraphrases we have to buy premium ones. Regarding Grammarly, this is also a writing tool that is very helpful for students and even lecturers to use to find out good and correct grammar that will be used for scientific writing. We can know where the mistakes are when we use this writing tool. just like quilbot, grammarly also has to use premium to find out where writing errors are located. and finally regarding chatgpt, I have never used this writing tool	
R	5	Do you often have difficulty in writing? Explain! (writing assignment/essay)	
S	6	I have experienced difficulties in the grammar section of scientific writing or assignments given by lecturers. I had this difficulty when I downloaded Grammarly and bought the premium one, then when I	

		wanted to insert the stationery into Word, it couldn't not appear on my MS Word and I tried this repeatedly but it still didn't work. That's one form of difficulty I have when doing assignments.	
R	7	Do you think the features in AI writing tools (Quillbot, Grammarly, ChatGPT) can be put to good use? Explain!	
S	8	Of course, they are very useful for students and even lecturers because with these AI writing tools we can find good sentences that are suitable for use in scientific writing or assignment	
R	9	In your opinion, what are the weakness of AI writing tools? (Quillbot, Grammarly, ChatGPT)	
S	10	The weakness of quilbot are Offer only two writing modes for free. OpenAI GPT AI writing is not available. Character limitation for free as well as paid plans. While in Grammarly, students need to pay to get the premium version of Grammarly which has more complete features and I never use chatGPT	
R	11	What obstacles do you commonly experience when using AI writing tools?	
S	12	The problem I experienced was that in Grammarly it was difficult to insert the Grammarly icon into MS Word	
R	13	Why did you choose AI writing tools for the accuracy of your writing?	
S	14	Because it makes writing assignment easier	
R	15	To what extent are you confident in your writing skills when using AI writing tools?	
S	16		

R	17	In your opinion, how does AI affect your writing skills?	
S	18	So far, the AI writing tools has really helped me to beautify the sentences I have written to make them better	
R	19	How satisfied are you with AI writing tools for the accuracy of your writing?	
S	20	Quite satisfied	

Student Name : Student 10

Grade : A morning

Date : Monday, 18 September 2023

Location : Universitas Muhammadiyah Sumatera Utara

Subject	Line	Interview Discussion	Theme
R	1	Have you ever used AI writing tools for the accuracy of your writing?	
S	2	Yes, I have	
R	3	Please explain your perspective about AI writing tools! (Quillbot, Grammarly, ChatGPT)	
S	4	I've only ever used Quillbot and Grammarly. In my opinion, both are very accurate, although sometimes there are some words that, if paraphrased, can change the meaning of the sentence from each reader's point of view	
R	5	Do you often have difficulty in writing? Explain! (writing assignment/essay)	
S	6	Quite often, because there are some vocabulary words that are at a very high level so people rarely know them in writing	
R	7	Do you think the features in AI writing tools (Quillbot, Grammarly, ChatGPT) can be put to good use? Explain!	
S	8	Very good use of all features. The most useful thing is to check the grammar so you can find out which sentences are suitable and appropriate in writing.	
R	9	In your opinion, what are the weakness of AI writing tools? (Quillbot, Grammarly, ChatGPT)	
S	10	The weakness is that it is only networked, if the network is good then what you need will	

		appear in the selected feature. And you have to pay to unlock all the available features.	
R	11	What obstacles do you commonly experience when using AI writing tools?	
S	12	The only problem is that it often occurs on the network, if you don't use the network it won't work.	
R	13	Why did you choose AI writing tools for the accuracy of your writing?	
S	14	Because many people recommend that AI writing tools is more accurate and has been tested for its accuracy	
R	15	To what extent are you confident in your writing skills when using AI writing tools?	
S	16	Quite confident, because by using AI writing tools I'm more confident about grammar problems in my writing	
R	17	In your opinion, how does AI affect your writing skills?	
S	18	Very influential, I know which words are suitable to use in writing	
R	19	How satisfied are you with AI writing tools for the accuracy of your writing?	
S	20	Quite satisfied	

C. Students' Essays

a. Essay Student 1

Should Students Get Limited Acces from The Internet

In today's world, we are surrounded by various enhancements in our environment and daily lives. We are already in the twenty-first century, and everything we require is readily available and simple to use, which is why we are reliant. We have already witnessed technological advancements that assist us in making our daily lives easier to manage.

Let's emphasize internet connectivity when we're talking about technological advancements. The internet is extremely significant today because it is where most transactions can be located and accessed. It is crucial in the sense that we may quickly obtain the information we require for our jobs. It is very significant for those students. It will assist them in getting things done with its assistance.

With the involvement of technology, particularly the internet, in our generation, student access to the internet should be regulated. It should and will always be limited, particularly those prohibited sites that are not appropriate for young children or students since they may have an impact on how they view our society.

Students should have limited access to the internet since there are some items and sites on the internet that disclose pornography, which may impact their development, particularly their thinking. It will really lead them to engage in undesirable behaviours that will have a detrimental impact on society. They should only have access to information that is relevant to their needs in school.

Should students get limited from the internet?

The Internet has grown to be very beneficial and necessary for any transaction needed to obtain rapid information, especially in the educational field. Students now place more emphasis on the internet because they can access it to complete their assignments. Due to the ease and flexibility of accessing the internet, learners are more likely to visit harmful websites, and their immune systems are also affected.

Students should have constrained access to the internet due to certain sites and resources accessible that provide pornography and may negatively impact their mental development. Furthermore, the fact of a huge number of websites is related to this type. Unintentionally accessing these websites might lead to students developing a progressive obsession. Due to their youth and lack of awareness, students have become a danger to those around them. Students who have access to these things are more susceptible to committing crimes.

In addition to dangerous websites, excessive internet use is bad for students' health. Due to the increasing popularity of the internet, numerous learners are often spending hours in front of their devices' screens. Students prefer to interact on social media and play games online. This results in a number of posture-related conditions, including back pain, muscle cramps, vision problems, and others. Internet usage often danger getting addicted and turning their lives upside down.

To sum up, students should get limited access to the internet is a complicated one. Educating students about the potential dangers and risks of the internet and teaching them how to use it safely and responsibly could prove a better option than limiting students' access to it.

b. Essay Student 3

Should Student Get Limited From The Internet ?

Introduction

In this era of globalization, technology assumes a significant role and has even become a necessity for many people, because it offers many benefits and profound impact on our daily existence. Technology has also had an impact on the field of education, as it has brought about modifications to the process of learning and various learning activities. It confers numerous advantages onto both students and educators. In addition to its positive impact, it also exerts a negative affect on individuals, particularly students. This research aims to explore the potential risks associated with unrestricted technology use among students, as well as the advantages that can be realized by implementing limitations on technology usage within this demographic.

Body

In the current setting, it has been observed that a significant number of students face challenges in maintaining their concentration on academic pursuits due to their excessive and continuous utilization of the Internet throughout the day, even extending into their sleeping hours. Consequently, individuals may need help to allocate sufficient attention to their familial obligations, resulting in adverse consequences for their social connections. This may manifest as neglect towards their loved ones and close friends, ultimately impacting their physical well-being. This observation indicates that excessive use of internet usage has a detrimental impact on an individual's mental well-being, resulting in diminished concentration, lack of focus, and neglect of academic pursuits. Students may develop a substantial dependence on virtual environments, leading to a comparable level of apathy among students and educators. Furthermore, In light of the pervasive presence of technology, particularly the Internet, within contemporary society, it is imperative to impose restrictions on students' access to these resources. The enactment of restrictions on internet access, particularly on web pages deemed inappropriate for children or students, is imperative due to its potential

influence on their perception of societal norms. It is advisable to restrict students' internet access to a limited extent due to the presence of internet pages and online resources that disseminate explicit content, criminal activities, false news, and cyberbullying, all of which can impede their cognitive growth. Exposure to certain online content may foster adverse conduct, posing a threat to society. Students should be granted access solely to information pertinent to their educational requirements. So, The Advantages of Restricted Internet Access for Students: Limited access to the Internet is associated with increased student focus on academic pursuits. In addition, individuals can develop and refine skills such as imaginative thinking and analytical thinking, which the presence of the Internet may impede. Limited internet access can enhance students' focus and concentration on their assignments and academic pursuits. The harmonization of students' social relationships with their family, friends, and surroundings will also be observed. This will result in an enhanced and high-quality student body. Based on empirical evidence, it has been observed that diminishing the duration of technology usage positively impacts individuals' social aptitude, creative prowess, and capacity for critical thinking.

Conclusion: In conclusion, it has been determined that while the Internet offers numerous advantages, it also presents certain drawbacks, particularly for students. These include the rise of apathy, online criminal activities, diminished student participation in education, indifference toward the environment, and various other concerns. The negative consequences of this detrimental situation extend beyond the students themselves, affecting their families and the individuals in their immediate social circles. In light of it, it is imperative to limit internet access for students to mitigate the potentially detrimental effects of its negative influence

c. Essay Student 4

The cause and effect of cyberbullying

In the increasingly sophisticated age of technology that many modern people have ever even received cyberbullying, which does affect the person's happiness index and the harmony of society. It aims to review why many victims of bullying and then presents relevant recommendations. The potential reason there's so much cyberbullying first, probably because the level of social media freedoms is so high. Specifically, some media violations have not been effectively controlled. For example, a woman who wants to post her personal life with a unique look and another woman's appearance may suffer an attack on social media. Second, psychological toil among many modern people is the result of intense competition and the potential for unemployment.

Today, as the more rapid growth of high technology and the constant renewal of knowledge, keeping today's opinions more challenging than ever before. Therefore, the pressure to maintain a self-opinion in the face of many who do not agree with it leads many to bully them. As you can imagine, for those people, their safety index was relatively low. To promote protection from cyberbullying modern society, some methods have to be adopted. First, governments should be urged to make relevant laws to punish severely offenders who cyberbullying. At the same time, each individual needs to increase their awareness of self-protection. Also, efforts must be made by communities using related social media to provide positive vibes in their posts. Finally, it is the unwavering obligation of each individual, especially those who are anxious, to adjust his or her mentality, to live well and enjoy the present life.

In conclusion, it is no simple task to maintain a peaceful, happy state of mind. Each method must be supported by efforts made together as a force, therefore, a joint effort must be made by governments, companies and each of us.

d. Essay Student 5

The cause and effect of cyberbullying

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Therefore, the pressure to maintain a self-opinion in the face of many who do not agree with it leads many to bully them. As you can imagine, for those people, their safety index was relatively low. To promote protection from cyberbullying modern society, some methods have to be adopted. First, governments should be urged to make relevant laws to punish severely offenders who cyberbullying. At the same time, each individual needs to increase their awareness of self-protection. Also, efforts must be made by communities using related social media to provide positive vibes in their posts. Finally, it is the unwavering obligation of each individual, especially those who are anxious, to adjust his or her mentality, to live well and enjoy the present life. In conclusion, it is no simple task to maintain a peaceful, happy state of mind. Each method must be supported by efforts made together as a force, therefore, a joint effort must be made by governments, companies and each of us.

One of the primary advantages of restricting student internet access is that it allows them to concentrate better on their studies. Students will be able to concentrate more efficiently on their studies without the distractions of social media, games, and other online activities, resulting in enhanced academic performance. Students will be able to devote more time to their studies if they limit the amount of time they spend online.

Although there are some possible benefits to restricting student internet access, there are also some negatives. One of the biggest disadvantages is that it can limit pupils' access to useful information. They are unable to take use of the tremendous amount of knowledge available online since their access to the internet is restricted. This can impede their learning and make keeping up with current events challenging.

Finally, restricting student internet access may be perceived as an intrusion on their freedom. It can be interpreted as censorship, which is an infringement on their right to free expression.

e. **Student 6**

Should student get limited internet?

The internet has become an indispensible aspect of modern life, and for many students, it serves as a vital tool for learning and communication. There are, however, concerns about the possible negative impacts of internet use, such as distraction, addiction, and exposure to unsuitable content. Given these issues, the topic of whether kids should have restricted internet access is a reasonable one.

On the one hand, others say that students should have unrestricted internet access in order to reap its many benefits. The internet is a vast resource of information and can be a valuable tool for research and communication. It allows students to connect with others and engage in online learning, and can provide opportunities for creativity and self-expression. For example, students can use the internet to work on projects collaboratively, access online course materials, and participate in online discussions.

Ultimately, the decision of whether to limit students' access to the internet depends on a variety of factors, including the age and maturity of the students, the level of supervision and guidance provided, and the potential risks and benefits of internet use. It is important for parents and educators to carefully consider these factors and make an informed decision about internet access for students.

Overall, it is clear that there are valid arguments on both sides of the debate about whether students should have limited access to the internet in schools. While there are certainly risks and concerns associated with unrestricted internet access, there are also significant benefits that can be derived from it. Ultimately, the decision about whether to limit internet access for students will be selected based on their individual requirements and circumstances of the school and the students it serves. Schools may need to balance the potential risks and benefits of internet access and determine what approach is best for their students.

f. Student 7

<center>Should students get limited access from internet</center>

Students should only have limited access to technology, particularly the internet, in our generation. It should and will always be controlled, especially on sites that are prohibited and unsuitable for children or students, because it may influence how they perceive our society. Students should have limited internet access since some websites and online resources contain pornography, which could have a negative impact on their mental development. In fact, it will encourage them to engage in bad behavior that will be detrimental to society. They should only have access to material that is relevant to their school needs.

Students who have limited internet access are more likely to concentrate on their studies. They can also hone skills such as creativity and critical thinking, which the internet may impair. Students will be more focused and able to concentrate on their tasks and studies if they have limited internet access. According to research, limiting one's time spent on technology helps people enhance their social, creative, and critical thinking skills. With the use of technology, particularly the internet, in our generation, students should only have limited access to it. It ought to be and always will be restricted, especially on those sites that are outlawed and unsuitable for children or students because it might have an impact on how they perceive our society. Students should have limited internet access since some websites and online resources contain pornography, which could have a negative impact on their mental development. In fact, it will encourage them to engage in bad behavior that will be detrimental to society. They should only have access to material that is relevant to their school needs. Students are more likely to concentrate on their academics if they have limited access to the internet. They can also hone abilities like creativity and critical thinking that the internet might hinder.

Students will be more focused and able to concentrate on their tasks and studies if they have limited internet access. According to research, limiting one's time spent on technology helps people enhance their social, creative, and critical thinking skills.

Some people believe that restricting student internet access will help them focus on their academics and avoid getting distracted by games, social media, and internet searches. Others believe that because the internet is a tool that students must use in their education, they should have unrestricted access to it.

g. **Student 8**

Should student get limited access internet

The web is vital today in light of the fact that a large portion of the exchanges can be found and gotten to through the web. It is significant as in we can without much of a stretch get applicable data required in our works. It is significant particularly to those understudies. With its assistance, it will assist them with completing things.

In current day and age, with the contribution of innovation especially the web, admission to understudies should be constrained. It ought to be and will consistently be restricted particularly those denied locales which are not reasonable for small kids or understudies since it may influence how they decipher our general public. Web access should be restricted to understudies because there are a few compounds and destinations on the web that expose sexual entertainment chemicals that may influence their improvement, particularly how they think. The present youth have the furthest down-the- line innovation to help them discover data. The approach of web empowered handheld gadgets has just added to the simple entry to data. Not exclusively would you be able to utilize the Internet for correspondence, business, banking, or amusement, yet you can likewise utilize it for instruction and examination.

Contingent upon the interests of the understudies, they can compose their thoughts and return to publishing content to a blog or web-composing as a side profession. Also, the individuals who like to play computer games might be keen on making their own games later.

h. <u>Student 9</u>

Should student get limited access to the Internet?

The Internet is a global network of interconnected computers. servers, phones, and smart appliances that connect with one another via the transmission control protocol standard to allow for the rapid sharing of information. The Internet is the most important source of Information today. people use the Internet for entertainment work, and study. Access to the Internet has enabled people to do their jobs faster and more efficiently. Student use the Internet to access information for their studier. although the Internet offers many advantages, unlimited access can have some drawbacks for Students.

Restricting student internet access also helps protect privacy. on the Internet personal Information can be easily shared. Land accessed by. others which can lead to problems such as identify theft and Cyberstalking. limiting student Internet access helps keep private information safe an Source: While there arguments, access and fof lestricting Student in favor of to the Internet, one of the. arguments against restricting Student Internet access is that it has the potential to limit students access to information and recources. the Internet provider student with access to a wealth of Information and resource to support their studier and research. Limiting Student internet to the thtanet limits the ability to access this Information and id can adversely affect education. In conclusion, while the student internet is a valuable resource for Students, It can also be are source of distraction and inappropriate content. however, rather than restricting student access to the Internet, educating students about the potential risk and dangers of the Internet and how to use it safely and responsibly is a Important more effective solution. th. Ultimately It is to stike a balance between protecting student.

Social Media Addiction

Social media has greatly simplified communication. We used to waste a lot of time interacting with individuals by sending letters or emails and waiting for them to respond. But now, thanks to social media, everything is so much easier. We can discuss or communicate LIVE on any social media platform by using the chatting tools. The most popular social networking applications are Facebook and Instagram, which are both widely used these days.

People began to use social media not just for communication, but also to gain access to the outside world, and as a result, social media is now used in a variety of ways. Now we will look at some examples of how individuals are using social media and how it has become a significant part of their lives.

Social media is now mostly used to promote brands, earn money, and exhibit their products to the rest of the globe. Also, to demonstrate their talents such as dancing, acting, and entertaining others. Many businesses experiment with social media to market their brands to a global audience that they otherwise would not be able to reach. All they have to do is create Facebook and Instagram accounts for their brands and begin publishing new photographs and videos of things they want to sell, and as soon as people begin watching that product, if they like it, they can buy online through social media.

As previously said, the majority of social media users are teenagers, and it is these youngsters who have become affected and addicted to social media. On the one hand, social media portrays a positive world to people, but on the other, it kills mental serenity. Every day, an increasing number of people experiment with social media and become engrossed in it. Sometimes people are so influenced by social media that they develop a whole different personality in real life.

So everything in the world has both good and terrible aspects. As a result, social media has both positive and negative effects on people. Many people use them for good and many people use them for evil. Always strive to use social media as little as possible. My advice is to always attempt to influence more people with your talent and to always try to be inspired by good influencers. Every individual is unique. You are as well.

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Riana Annisa Fitri
NPM   : 1902050053
Prog. Studi   : Pendidikan Bahasa Inggris

Judul	Diterima
Artificial Intelligence as a Versatile Tool for Writing Engagement in EFL Learning Context: Writing Accuracy and Learners' Perspective	Approved 10/12 2022

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Adib Jasni Kharisma, S.Pd., M.Hum.

Medan, 10 Desember 2022
Hormat Pemohon,

Riana Annisa Fitri

Form : K – 1

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

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:
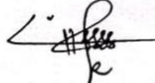
Nama Mahasiswa	: Riana Annisa Fitri
NPM	: 1902050053
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 119 SKS

IPK= 3.64

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Artificial Intelligence as a Versatile Tool for Writing Engagement in EFL Learning Context: Writing Accuracy and Learners' Perspective	
	The Effect of Listening Podcasts on High School Students' Vocabulary and Comprehension	
	Improving Students' Achievement in Writing Procedure Text by Using Mind Mapping Technique	

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

Medan, 10 Desember 2022
Hormat Pemohon,

Riana Annisa Fitri

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

UMSU
Unggul | Cerdas | Terpercaya

Form K-2

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

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Riana Annisa Fitri

NPM   : 1902050053

Prog. Studi   : Pendidikan Bahasa Inggris

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

Artificial Intelligence as a Versatile Tool for Writing Engagement in EFL Learning Context: Writing Accuracy and Learners' Perspective

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. **Adib Jasni Kharisma, S.Pd., M.Hum.**

10 Desember 2022

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

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

Medan, 10 Desember 2022
Hormat Pemohon,

Riana Annisa Fitri

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Nomor   :3438/II.3/UMSU-02/F/2022
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
Dan Dosen Pembimbing

Bismillahirahmanirrahim
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   : **Riana Annisa Fitri**
N P M   : 1902050053
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Artificial Intelligence as a Versatile Tool for Writing Engagement in EFL Learning Context: Writing Accuracy and Learners' Perspective**

Pembimbing   : **Adib Jasni Kharisma, S.Pd., 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 daluwarsa tanggal : 17 Desember **2023**

Medan 23 Jumadil Awal   1444 H
17 Desmeber   2022 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

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama	: Riana Annisa Fitri
NPM	: 1902050053
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Artificial Intelligence as a Versatile Tool for Writing Engagement in EFL Learning Context: Writing Accuracy and Learners' Perspective.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
10 dec 2022	. ACC Judul	
13 Juni 2023	Chapter I Introduction	
23 Juni 2023	Chapter III Research Metodology	
17 July 2023	Chapter II Review of literature	
29 July 2023	Reference	
31 July 2023	ACC proposal	

Medan, 01 Agustus 2023

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

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

(Adib Jasni Kharisma, S.Pd., M.Hum.)

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Selasa Tanggal 08 Bulan Agustus Tahun 2023 diselenggarakan seminar prodi
Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap	: Riana Annisa Fitri
N.P.M	: 1902050053
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Artificial Intelligence as a Multipurpose Tool for Writing Engagement in EFL Learning Context: Writing Accuracy and Learners Perspective.

No	Masukan dan Saran
Judul	
Bab I	A need for proper citation to avoid plagiarism
Bab II	
Bab III	Insert the interview forms and Questionaire
Lainnya	
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Bambang Panca Syahputra, M.Hum.)

Dosen Pembimbing

(Adib Jasni Kharisma, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

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

Sekretaris

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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	: Riana Annisa Fitri
N.P.M	: 1902050053
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Artificial Intelligence as a Multipurpose Tool for Writing Engagement in EFL Learning Context: Writing Accuracy and Learners Perspective.

Pada hari Selasa, tanggal 08, bulan Agustus, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, 08 September 2023

Disetujui oleh:

Dosen Pembahas

(Dr. Bambang Panca Syahputra, M.Hum.)

Dosen Pembimbing

(Adib Jasni Kharisma, S.Pd., M.Hum.)

Diketahui oleh
Ketua Program Studi,

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

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

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini:

Nama   : Riana Annisa Fitri

NPM   : 1902050053

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : Artificial Intelligence as as Multipurpose Tool for Writing Engagement in EFL Learning Context: Writing Accuracy and Learners' Perspective

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tergolong Plagiat.

3. Apabila point 1 dan 2 diatas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana semestinya.

Medan, 27 September 2023

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Hormat saya
Yang membuat pernyatan,

Pirman Ginting, S.Pd.,M.Hum

Riana Annisa Fitri

SURAT KETERANGAN
Nomor3119: /SI/II.3-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 kepada :

Nama   : Riana Annisa Fitri
NIDN   : 1902050053
Program Studi   : Pendidikan Bahasa Inggris
Judul   : **Artificial Intelligence as a Multipurpose Tool for Writing Engagement in EFL Learning CContext: Writing Accuracy and Learners Perspective.**

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

Medan, 2 September 2023

a/n Dekan,
WD-1

Dr. Hj. Dewi Kesuma Nst. M. Hum.
NIDN : 0106087503

Cc. Pertinggal.

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Riana Annisa Fitri
NPM	: 1902050053
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Artificial Intelligence as a Multipurpose Tool for Writing Engagement in EFL Learning Context: Writing Accuracy and Learners Perspective

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
18/9 2023	Revise chapter 1 Introduction	
27/9 2023	Revise Chapter II Review of Literature	
20/10 2023	Revise chapter IV Research Findings	
26/10 2023	Revise chapter IV Discussion	
22/11 2023	Revice chapter V Conclution	
22/11 2023	Abstract, list table and Reference	
23/11 2023	ACC skripsi	

Diketahui oleh:
Ketua Prodi

Pirman Ginting S.Pd., M.Hum.

Medan, November 2023
Dosen Pembimbing

Adib Jasni Kharisma, S.Pd., M.Hum.

Curriculum Vitae

1. Biodata Pribadi

   Nama   : Riana Annisa Fitri

   Jenis Kelamin   : Perempuan

   Tempat/Tanggal Lahir   : Medan, 18 April 2001

   Kebangsaan   : Indonesia

   Status   : Belum Menikah

   Agama   : Islam

   Nama Ibu   : Iis Lisnawati

   Nama Ayah   : Sumpena

   Alamat   : Jl. Perintis Kemerdekaan No. 07 Galang

   No.Hp   : 0813-7061-6249

   Email   : ryanaannisa@gmail.com

2. Riwayat Pendidikan

   SD   : SDN 101960 Galang

   SMP   : MTS Muhammadiyah Sidomulyo

   SMA   : MAS Muhammadiyah Sidomulyo