

**INTEGRATING AI WRITING TOOLS INTO PEER REVIEW  
ACTIVITIES TO ENHANCE WRITING QUALITY: VOICES  
FROM EFL COLLEGE STUDENTS**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)  
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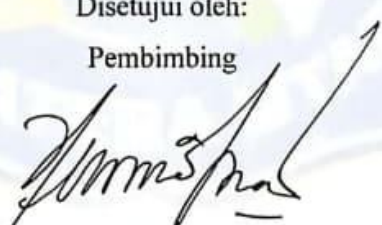
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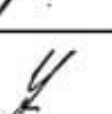



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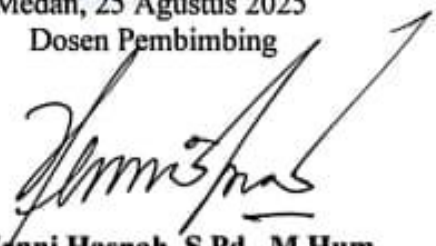
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## **ABSTRACT**

**Reni Safira, 2102050007. Integrating AI Writing Tools into Peer Review Activities to Enhance Writing Quality: Voices from EFL College Students. Sripsi: Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.**

Writing quality among EFL college students has become an increasing concern in higher education. To address this issue, artificial intelligence (AI) writing tools have been integrated into academic practices such as peer review to promote clearer, more accurate, and better-organized writing. However, the effective use of AI tools in peer review remains limited among EFL students due to insufficient understanding of their potential benefits. This study investigates students' perceptions and the impact of integrating AI writing tools into peer review activities aimed at enhancing writing quality. A mixed-methods design was employed involving eighth-semester English language education students at the University of Muhammadiyah North Sumatra. Data were collected through close- and open-ended questionnaires and analyzed using SPSS version 29 for quantitative data and thematic analysis for qualitative data. The findings indicate highly positive perceptions, with 94.29% of respondents acknowledging that AI-assisted peer review improved both feedback quality and writing performance. Qualitative results further reveal that AI tools enhanced idea clarity, structural coherence, grammatical accuracy, vocabulary use, and overall confidence in writing and reviewing. Nevertheless, certain limitations were noted, leading to suggestions for standardized usage guidelines or integration within a single platform. The study concludes that AI-supported peer review substantially improves writing quality and peer feedback effectiveness, provided that users maintain critical awareness and avoid over reliance to preserve academic integrity.

**Keywords:** AI writing tools, peer review activities, writing quality, students' perception

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Medan, 25 August 2025

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## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>vii</b>
<b>LIST OF FIGURE .....</b>	<b>viii</b>
<b>LIST OF CHART.....</b>	<b>ix</b>
<b>LIST OF APPENDICES .....</b>	<b>x</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Focus of the Study .....	8
1.3 Problem of the Study .....	9
1.4 Objective of the Study .....	9
1.5 Significance of the Study .....	9
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>11</b>
2.1 Theoretical Framework.....	11
2.1.1 Writing Skill.....	11
2.1.2 Writing Quality .....	14
2.1.3 AI as Learning Tools.....	17
2.1.4 AI Utilization in Enhancing Writing Quality.....	19
2.1.5 Peer Review Activity in Writing.....	21
2.1.6 Integrating AI Writing Tools into Peer Review Activities in	

EFL Classroom .....	23
2.2 Relevant Study .....	28
2.3 Conceptual Framework .....	31
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>34</b>
3.1 Research Design.....	34
3.2 Location and Time of the Research .....	34
3.3 Participant of the Research .....	35
3.4 Instrument of the Research .....	35
3.5 Technique of Data Analysis.....	36
<b>CHAPTER IV RESULT AND DISCUSSION.....</b>	<b>38</b>
4.1 Result.....	38
4.2 Discussion .....	46
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>48</b>
5.1 Conclusion .....	48
5.2 Suggestion.....	49
<b>REFERENCES.....</b>	<b>50</b>
<b>APPENDICES .....</b>	<b>58</b>

## **LIST OF TABLES**

Table 3.1 Time of the Research .....	35
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## **LIST OF FIGURE**

Figure 2.1 Conceptual Framework.....	33
--------------------------------------	----



## **LIST OF CHART**

Figure 4.1 Students' Perception of Integrating AI writing Tools into Peer Review

Activities to Enhance Writing Quality .....	39
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## **LIST OF APPENDICES**

Appendix 1	Close-ended Questionnaire .....	58
Appendix 2	Calculation of Students' Perception of Integrating AI writing Tools Tinto Peer Review Activities to Enhance Writing Quality.....	60
Appendix 3	Open-ended Questionnaire .....	61
Appendix 4	Thematic Analysis on Students' Perception on Integrating AI Writing Tools into Peer Review Activities to Enhance Writing Quality and Its Impact on Students' Writing Quality .....	77
Appendix 5	Validity and Reliability Test .....	79
Appendix 6	Data of Participants.....	80

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Writing, a complex cognitive task, is acknowledged as a challenging ability for EFL learners, necessitating a blend of linguistic proficiency, rhetorical understanding, and critical analysis (Song & Song, 2023). Producing written text requires not only the generation of ideas but also the ability to organize them coherently and express them using appropriate grammatical and lexical structures. Because of this, writing is often considered the most demanding of the four language skills for second or foreign language learners. In recent years, writing quality has emerged as a central concern in EFL contexts, as it serves as a key indicator of learners' communicative competence. The writing quality is typically used to determine how effective, accurate, and meaningful a students' writing is (Taufiqullah et al., 2025). Good or poor writing is ultimately judged through its quality, which allows educators to assess not only whether ideas are conveyed but how well they are structured and articulated. This emphasis on quality aligns with pedagogical expectations that writing should reflect clarity, coherence, and correctness rather than mere message delivery (Mekheimer, 2025). Importantly, writing quality is not solely determined by one's ability to express ideas, but also by the linguistic resources that support those ideas. Strong vocabulary use, grammatical accuracy, and appropriate discourse markers contribute substantially to the perceived quality of writing (Ayadi, 2023). Learners with a broader and

more precise vocabulary tend to produce clearer and more nuanced texts, which directly affect the readability and academic tone of their writing. In EFL academic contexts, lexical sophistication and accurate syntactic structures often distinguish higher quality writing from more basic forms.

Writing, frequently considered a formidable skill, presents a complex obstacle for numerous individuals (Kohnke et al., 2023). Numerous factors must be taken into account in writing to achieve a quality outcome, which induces anxiety in EFL learners prior to finalizing their compositions. The intricacy of syntax, vocabulary, organization, and style poses challenges in writing, frequently leading to dissatisfaction and anxiety among learners (Bensalah, 2024). Nevertheless, due to technological advancements, writing is no longer seen as a challenging ability. The advent of new technology is revolutionizing writing instruction by offering unique tools and platforms that alleviate the difficulties related to this talent (Marzuki et al., 2023). Recent technology advancements, especially in artificial intelligence, have permeated numerous facets of society, including education, profoundly altering language production and perception (Alharbi, 2023). AI-powered writing aid systems are becoming vital for writers and EFL learners, providing human-like sentence completion and text generation suggestions that enhance the writing process both during and post-completion (Alharbi, 2023). Technological advances are altering the writing landscape, offering new solutions that address these challenges and revolutionize the writing process (Huang & Tan, 2023). The integration of AI in writing is not merely a technological trend, but a rational evolution, considering AI's power to

augment human capabilities and streamline intricate tasks (Alharbi, 2023).

ChatGPT, an advanced language model developed by OpenAI, is acknowledged as a highly effective AI instrument for writing assistance (Bordalejo et al., 2025). ChatGPT may provide logical and contextually pertinent language, rendering it an invaluable resource for ideation, outlining, and enhancing written prose (Song & Song, 2023). Among the various AI technologies, ChatGPT possesses a distinct advantage over its counterparts. ChatGPT possesses exceptional capabilities for authors. ChatGPT's ability to produce human-like language, answer inquiries, and provide elucidations renders it an essential resource for ideation, content generation, and enhancement of textual material (Carroll & Borycz, 2024). Numerous studies illustrate the efficacy of ChatGPT in enhancing writing, showcasing its capacity to elevate learners' writing performance and augment their efficiency in executing writing tasks (Song & Song, 2023). AI technology significantly enhances students' writing proficiency and elevates their motivation to write (Song & Song, 2023). Educators are progressively acknowledging ChatGPT's capacity to augment students' skills by enabling self-evaluation of writing.

While ChatGPT offers numerous benefits for writing, it also presents certain drawbacks (Carroll & Borycz, 2024). ChatGPT may occasionally generate content that is devoid of originality or depth, thereby impeding the cultivation of students' critical thinking and creative expression (Song & Song, 2023). ChatGPT possesses downsides and limitations, including the generation of inferior responses and the presence of bias concerns (Singh et al., 2024).



To alleviate the potential deficiencies of ChatGPT and to proactively tackle academic integrity concerns, it is essential to integrate it with other AI-powered technologies, such as QuillBot. QuillBot, powered by sophisticated artificial intelligence, stands out as a versatile tool offering diverse functionalities and benefits, especially for students and academics engaged in writing (Fitria, 2021). This writing tool, underpinned by Natural Language Processing, assists users in refining their writing skills and enhancing the coherence and clarity of their texts (Corcuera, 2024). QuillBot can help its users to reorder sentences and paragraphs, articulate ideas in new ways, avoid plagiarism and simplify complicated texts. In addition, QuillBot also offers a summarization tool that condenses longer pieces of writing into a shorter and more manageable format, which can save time and effort for researchers who need to quickly understand the main points of an article or report (Fitria, 2021). Beyond its utility in paraphrasing, QuillBot offers advanced features such as grammar checking, automated proofreading, and word suggestions, making it a fundamental tool for students to take control of their writing (Bensalah, 2024).

Numerous researches indicate that ChatGPT and QuillBot are typically utilized independently. Research by Mahapatra (2024) demonstrated that ChatGPT is efficient in delivering formative feedback that aids students in comprehending the structure and arrangement of their writing. On the other hand, research by Teng (2024) indicates that QuillBot functions as a paraphrase tool that assists students in sentence construction and enhances writing clarity. Therefore, to enhance writing quality in the classroom, it is essential to incorporate these two

tools. This integration will use the qualities of each tool and foster a more comprehensive learning experience for students. A study indicated that collaborative interaction using AI-driven platforms can markedly enhance learning outcomes and foster superior writing skills among students (Song & Song, 2023). The incorporation of these tools enhanced the writing proficiency of EFL learners (Alkamel & Alwagieh, 2024). Combining ChatGPT's functionalities with QuillBot can yield a more potent and effective approach to writing, tackling a broader spectrum of writing challenges while enhancing creativity and clarity. Integrating these tools may promote a more equitable and efficient method of AI-assisted writing, wherein the advantages of one tool mitigate the deficiencies of another (Faisal, 2024). Advocating for the concurrent utilization of QuillBot and ChatGPT is crucial for promoting responsible and high-caliber academic writing. This combined application enables a more balanced approach to AI-assisted writing, as each tool compensates for the other's limitations, ultimately contributing to clearer, more coherent, and academically appropriate written outputs. However, to maximize both tools, it needs to be supported by the right teaching method. One of teaching method that is considered suitable for the integration of AI to enhance comprehensive and effective learning is peer review. Peer review is recognized as a powerful pedagogical approach, facilitating the progress of various aspects of students' cognitive, social and metacognitive competencies (Fleckney et al., 2024).

Peer review is a teaching method commonly utilized in the classroom. As

stated by August and Brouwer (2024), peer review serves as a effective teaching method. Peer review, as a teaching strategy entails students assessing the work of their classmates, offering feedback, and assigning marks or scores according to established standards (Topping et al., 2025). Peer review is acknowledged as an effective pedagogical approach, compatible with the integrated application of ChatGPT and QuilBot, and deemed appropriate for the implementation of this integration in a classroom setting. The collaborative aspect of peer review promotes student cooperation, mutual learning, and a more profound comprehension of the subject matter (Joh, 2021). This participatory method allows students to clarify their opinions, challenge assumptions, and develop knowledge jointly (Eden et al., 2024). Peer review can be arranged in numerous ways, such as reciprocal peer review where students examine each other's work or group peer review where a small number of students collaborate to review a single piece of written work. The integration of ChatGPT and QuilBot into the peer review process can significantly improve its efficacy. Students may utilize ChatGPT to produce review concepts or a preliminary outline, subsequently employing QuilBot to enhance their writing and augment its clarity and coherence. During the peer review phase, students may offer criticism on elements such as grammar, style, and organization, while employing AI technologies to pinpoint areas for enhancement and propose revisions. Integrating these technologies with peer review activities enables students to obtain feedback from their peers while also benefiting from AI-assisted guidance in enhancing their

writing, culminating in a more thorough and successful learning experience (Mahapatra, 2024; Deep et al., 2025).

In order to assessing the impact of integrating AI writing tools into peer review activities requires a thorough understanding of students' perception. Students' perception is critical in influencing the effectiveness and sustainability of AI-enhanced learning practices. Research by Safitri and Fithriani (2024) showed that students considered AIWT (Artificial Intelligence Writing Tools) useful in improving the quality, efficiency, and creativity of writing. Then, research by Jaya & Susyla (2024) showed that 8 out of 10 respondents stated that the use of these tools helped improve sentence structure and grammar. These findings indicate a generally positive acceptance of the use of AI. These studies only focused on perceptions that were limited to the use of AI alone. Therefore, further research is needed to explore in depth about students' perception and the impact of the integration of AI writing tools into peer review activities. Exploring the perception and determine the impact will provide insights into how students engage with such tools during the review process, including their perceived usefulness, challenges encountered, and the influence on their learning experience. The findings are expected to inform educators and researchers about the practical implications of incorporating AI tools in collaborative writing contexts, particularly in enhancing the quality and effectiveness of peer review.

## **1.2 Focus of the Study**

The focus of this study is to explore students' perception of the integration of AI writing tools in peer review activities, and its impact on improving writing quality in the context EFL. As technology advances, the use of AI writing tools is becoming increasingly common in academic practice, including in the peer review process. However, how students as the main users respond and interpret the use of these tools in collaborative processes such as peer review has not been explained in depth in previous literature.

Therefore, this study will explore how EFL students perceive the integration of AI writing tools in peer review activities whether they find it helpful, whether they see it as a substitute for human feedback, or whether they have certain concerns, such as dependency or loss of originality. This study also seeks to determine the extent to which the integration of AI writing tools in peer review activities has an impact on the quality of student writing, in terms of structure, grammar, and idea development. In other words, the focus of this research is directed at an in-depth understanding of students' views and experiences towards the use of AI writing tools in the context of collaborative academic writing, as well as the real impact of this practice on the results of their writing. Through this focus, this research is expected to contribute to the development of technology-based writing learning strategies that are more effective and responsive to the needs of EFL students.



### **1.3 Problem of the Study**

Based on the focus of the study, several problems in this research are formulated as below:

1. How are the students' perception on integrating AI writing tools into peer review activities to enhance writing quality among EFL college students?
2. What are the impact of integrating AI writing tools into peer review activities to enhance writing quality among EFL college students?

### **1.4 Objective of the Study**

The objective of this study are:

1. To explore students' perception on integrating AI writing tools into peer review activities to enhance writing quality among EFL college students.
2. To determine the impact of integrating AI writing tools into peer review activities to enhance writing quality among EFL college students.

### **1.5 Significance of the Study**

This study is expected to provide significant contributions both theoretically and practically in the field of teaching English as a foreign language (EFL). Theoretically, this study contributes to the development of studies on EFL students' voices of the use of AI writing tools into peer review activities. By revealing students' voices and experiences in depth, this study will enrich the literature in the field of educational technolog and writing instruction,

especially in the context of collaborative and digital-based writing learning. Exploring how students' views and experience to AI tools such as ChatGPT and QuillBot in peer review not only captures their cognitive and affective reactions but also highlights their readiness, trust, and level of engagement in AI-supported learning. This study also fills the gap in previous studies that have not discussed the relationship between AI writing tools and peer review activities in an effort to improve the quality of academic writing. Unlike previous studies that often treat AI writing tools as individual aids, this study emphasizes their function within a social learning framework, where peer interaction and feedback are essential.

Practically, the results of this study can provide insights to teachers and curriculum developers regarding the effectiveness of integrating AI writing tools in the writing learning process. By understanding the perceptions and impacts of AI usage, teachers can design more adaptive and innovative learning strategies that not only improve students' writing skills but also encourage active engagement in peer review activities. Thus, the integration of AI tools can be more aligned with students' actual learning needs and expectations. In addition, for students themselves, these findings can help them use technology more reflectively and responsibly to support the development of their writing skills. This research is expected to provide not only scientific value, but also practical contributions that can be applied in the real context of English language learning in higher education.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Theoretical Framework**

##### **2.1.1 Writing Skill**

Writing skill is defined as the ability to communicate ideas and information effectively in written form.. Writing skill is a crucial component of language education, enabling individuals to express ideas, feelings, and emotions through linguistic representation (Jong & Tan, 2021). Writing skill is an essential skill in language acquisition, facilitating the expression of ideas, emotions, and structured communication. In the EFL context, writing is not only a linguistic activity, but also a cognitive and metacognitive one (Woo et al., 2022). Writing involves high-level thinking processes, such as analyzing, synthesizing, and evaluating new information associated with prior knowledge (Yin et al., 2023). Research shows that writing skills in a foreign language require complex mental work. This activity includes not only grammatical word arrangement, but also coherent discourse arrangement (Abdul et al., 2022). In addition, critical thinking skills have been shown to strengthen the quality of argumentation and writing logic (Yin et al., 2023). Therefore, writing learning in EFL not only trains language accuracy (grammar and vocabulary), but also the organization of ideas, coherence, and communicative competence. In the context of EFL, writing is one of the most critical skills students must acquire, as it supports not only academic success but also enhances cognitive development and communication

abilities (Hakim & Sari, 2022). Writing skill necessitates intentional effort to convert thoughts and ideas into written form, demanding a strategic approach to both learning and execution (Hakim & Sari, 2022).

Writing in EFL classrooms is a complex and demanding process that comprises several stages, including brainstorming, planning, drafting, revising, and editing. Writing is not merely putting words onto paper, it is a cognitive task involving organizing thoughts, expressing oneself clearly, and communicating with readers (Anggraeni, 2021). Writing skill is a fundamental ability that enables individuals to articulate their perspectives, disseminate information, and engage in meaningful discourse across diverse situations (Rosdiana & Dahlan, 2022). Moreover, writing in the EFL setting involves a high degree of cognitive processing, such as analyzing, synthesizing, and evaluating ideas. These higher-order thinking skills allow students to connect new information with prior knowledge and express their understanding in organized written forms. Good writing reflects the writer's ability to structure thoughts logically, construct arguments, and tailor messages to specific audiences. This communicative competence is central to effective academic performance and real-life interactions. To develop writing skills, learners must master several key elements. Grammar and syntax form the foundation for writing clearly and correctly. Accurate grammar ensures clarity, while sentence structure affects readability and flow. Vocabulary is another crucial element; an extensive vocabulary allows writers to express themselves precisely and creatively. Furthermore, developing content requires students to generate, select, and expand on relevant ideas. In EFL

settings, this often involves brainstorming sessions and structured writing tasks to guide idea generation (Woo et al., 2022).

In writing, not only ideas are an important part, but organization and coherence are also very important. Writing competence refers to a person's ability to write well-structured texts that are coherent and free from mechanical errors, coherence allows readers to follow the logic of ideas, while mechanics ensure clarity and correctness in grammar, punctuation, and spelling (Muhlisin & Febrianti, 2025). Coherence in writing can be effectively achieved through the use of appropriate transition signals, clear topic sentences, and consistent tone and style throughout the text. Mechanics such as punctuation, capitalization, and spelling though often underestimated, significantly influence the readability and professionalism of the text. Teaching students to consider their readers and adjust their writing accordingly enhances their communicative competence. Through explicit instruction and practice, students learn how to make their writing more engaging and suitable for different contexts (Vacalares et al., 2023). Furthermore, writing enhances reading proficiency and content comprehension, which are crucial for academic, professional, and social success (Woo et al., 2022). In the realm of English as a foreign language instruction, writing abilities significantly contribute to the enhancement of overall communicative competence. Consequently, a comprehensive comprehension of writing skills, their elements, and efficacious pedagogical procedures is vital for educators (Hafiz et al., 2021). Essential components of writing proficiency encompass command of grammar, vocabulary, structuring of ideas, paragraph construction, and application of

suitable register (Windi & Suryaman, 2022).

However, currently EFL learners often ignore this important component of writing skills, so teaching writing skills must consider the various problems faced by EFL learners, instructing writing skills must consider the distinct problems encountered by EFL learners, including insufficient language experience, and language anxiety. Writing skill is linked to linguistic capability, suggesting that the capacity to cultivate imagination and creativity in written expression is influenced by this ability (Anggraeni, 2021). Moreover, writing skills are crucial for interaction, communication, and survival, necessitating that all individuals attain proficiency in them (Juin et al., 2022). Proficiency in effective writing has become a crucial ability in our global society (Sehuddin et al., 2021). Proficient writing skills are a significant asset in contemporary society, facilitating new opportunities and allowing individuals to effectuate a substantial impact (Rismadewi, 2022). Effective writing demonstrates the capacity to communicate a coherent message to the target audience in an easily comprehensible manner (Windi & Suryaman, 2022).

### **2.1.2 Writing Quality**

Writing quality refers to the overall effectiveness of a written text in conveying a message clearly, coherently, and accurately to the intended audience, encompassing elements such as organization, grammar, vocabulary, and communicative impact (Odendahl & Deane, 2018). Exemplary writing addresses

the reader's needs for clarity and comprehension, eliminating uncertainty or misinterpretation of the text's content. Quality writing demonstrates a writer's ability to properly organize thoughts, employ suitable language, and adhere to grammatical and stylistic conventions. A recent study by Stuart et al. (2023) characterizes writing quality as a synthesis of two primary components: rule-based and authorial. The rule-based component include correct spelling, syntax, punctuation, and sentence structure, whereas the authorial component involves the development of ideas, paragraph cohesion and coherence, as well as the richness and precision of language employed. The two components are inseparable; a piece of writing, although being devoid of technical faults, would nonetheless possess low quality if it fails to articulate ideas persuasively. The Writing Quality Scale (WQS) created addresses the necessity of evaluating writing holistically, taking into account various characteristics of quality simultaneously.

Crossley (2020) asserted that writing quality can be evaluated through specific linguistic attributes, including syntactic complexity, lexical diversity, and semantic coherence among sentences. He contends that writing characterized by intricate sentence structures, varied and precise terminology, and coherent transitions between sections is often judged more favorably by readers and assessors. This indicates that the quality of writing relies not solely on the substance presented, but also on the manner of its delivery. Rofiqoh et al. (2020) emphasized in their study of EFL (English as a Foreign Language) students that writing expertise, encompassing genre comprehension, text structure, language system, and the total writing process, greatly enhances writing quality. Research

indicates that students possessing a comprehensive grasp of the writing process, encompassing pre-writing through revision, typically generate compositions characterized by superior structure, more sophisticated ideas, and more suitable language usage. Consequently, enhancing writing quality necessitates thorough education in both mechanical and mental dimensions.

Zahiroh (2021) highlighted that vocabulary knowledge significantly impacts the quality of students' writing from a pedagogical standpoint. He also emphasized that knowledge of language alone is insufficient; one must also possess the capacity to arrange information, create paragraphs, and employ punctuation and sentence structure accurately. This indicates that writing quality is a multifaceted term necessitating integrated talents. The evaluation of writing quality is often conducted using either a holistic or analytical method. The analytical approach evaluates writing according to various criteria, including structure, topic, language, and mechanics. This evaluation framework is deemed more impartial and allows for constructive criticism. The 4C principle—Conciseness, Clarity, Correctness, and Credibility—is a widely recognized approach for evaluating writing quality, as articulated by Endriyani et al. (2012). This idea underscores that a written work must be succinct yet instructive, clear in presentation, precise in grammar and data, and reputable regarding sources and arguments.

Overall, writing quality is inextricably linked to the communicative environment of writing, specifically the amount to which the text is able to successfully communicate its purpose. Understanding and applying writing



quality principles is critical in academics and language learning because it not only improves writers' ability to convey ideas, but also increases academic credibility and facilitates the development of critical and analytical thinking skills.

### **2.1.3 AI as Learning Tools**

AI as learning tools refers to digital technologies that help students and teachers improve the learning process in more flexible and personalized ways. These tools include virtual tutors, chatbots, translation apps, pronunciation guides, and platforms that adapt content to suit individual learning styles. In language education, AI tools have made it easier for learners to practice vocabulary, grammar, and pronunciation in their own time and space (Rebolledo Font de la Vall & González Aray, 2023). According to Chen et al. (2020), the presence of AI in classrooms has helped make learning more interactive and accessible. Many tools now offer instant feedback to learners, helping them understand mistakes and encouraging them to improve. This is especially useful in remote learning or for students who need extra support. AI tools create a more efficient learning environment and allow teachers to focus more on supporting students emotionally and academically. AI is not just about technology, it is about making learning more human centered by supporting diverse needs and learning rhythms (Holmes et al., 2021).

Moreover, AI-driven language platforms deliver personalized learning paths by adapting content and feedback to each learner's performance. Rebolledo Font de la Vall & González Aray (2023) emphasize that adaptive learning

systems, such as smart tutors or pronunciation guides facilitate individualized instruction, reduce cognitive load and accelerate language acquisition through targeted practice. They also caution, however, about the risk of cognitive laziness if learners rely too heavily on AI-generated solutions. Similarly, Dimitriadou and Lanitis (2023) highlight that AI technologies in “smart classrooms” support teachers by automating assessment and providing ongoing analytics, enabling educators to intervene more strategically. These findings support the notion that AI tools can augment both teaching and learning without replacing the essential human elements of education.

From a pedagogical perspective, human-centered AI frameworks advocate for technology that enhances rather than supplants interpersonal interaction. Research by Ehsan and Riedl (2020) underscores the importance of designing AI systems that are explainable and responsive to human values and cognitive processes, ensuring they empower both learners and educators. This aligns with the premise that AI should serve as a collaborative partner in learning rather than a substitute. In language learning specifically, AI-assisted modules exemplify how intelligent systems can offer immediate feedback, monitor learner progress, and encourage autonomy, while still preserving essential student interaction. Collectively, these theoretical insights reinforce that AI in education when thoughtfully integrated can foster more efficient, adaptive, and human-centered learning experiences. So, AI is only a tool, not a replacement for human relationships in the classroom. It can make learning more flexible and personalized, but it still needs the touch of a teacher. In essence, AI supports the

learning process without removing the human side.

#### **2.1.4 Enhancing Writing Quality through AI**

The advancement of artificial intelligence (AI) technology has created new prospects for enhancing writing quality. AI's capability to comprehend, produce, and modify content autonomously is progressively being utilised in education, academia, and creative writing. This technical advancement is propelled by the evolution of transformer-based models like GPT-3, which can perform intricate tasks including translation, editing, and autonomous text synthesis (Vaswani et al., 2017). While the primary emphasis was on efficiency and correctness, subsequent research is now concentrating on how AI might facilitate the writing learning process and enhance overall outcomes (Chen et al., 2020). A primary contribution of AI to enhancing writing quality is its capacity to deliver immediate and tailored criticism. AI-driven writing aides can identify grammatical inaccuracies, ambiguous phrase constructions, and suboptimal or informal writing styles (Ware & Kessler, 2021). The feedback given is both corrective and instructive, aiding writers in comprehending their errors and assimilating the recommendations offered by the system. This aligns with the ideas of Formative Assessment theory, which posits that timely and pertinent feedback is crucial for enhancing academic performance (Hattie & Timperley, 2007; Nicol & Macfarlane-Dick, 2006).

Furthermore, AI possesses significant potential to enhance the originality and productivity of writers, particularly in the realms of narrative composition and argumentative essays. Li et al. (2024) elucidates that AI can function as a

collaborative partner, offering suggestions for themes, alternate phrasing, and enhanced argument structures. The findings of his study indicated that pupils utilising AI in the writing process can complete their writing more quickly and smoothly.. Mayfield (2022) discovered that AI can function as a digital "scaffolding" in second language (L2) learning, aiding novice authors in the enhancement of their linguistic and rhetorical abilities. AI writing tools facilitate grammar correction and offer recommendations on vocabulary, idiomatic idioms, and discourse organisation. This methodology aligns with Vygotsky's Zone of Proximal Development theory, wherein external assistance enables authors to attain greater levels of understanding or output than they would independently (Vygotsky, 1978). Mayfield emphasises that the efficacy of AI is contingent upon individuals employing it to enhance their skills, rather than only utilising it as a shortcut.

Conversely, several studies have started to draw attention to ethical and educational concerns connected to artificial intelligence in writing. In their study, Liu et al. (2023) discovered that while students and professors recognised the advantages of artificial intelligence in enhancing the quality of writing, they also expressed worries about plagiarism, over-reliance on technology, and its influence on autonomous writing skills. They recommended explicit rules and education to ensure that the use of artificial intelligence stays ethical and helps long-term learning objectives. Furthermore, teachers must include artificial intelligence into a course meant to raise digital literacy and critical consciousness of technology (Williamson, 2020). All things considered, the research indicates that by means of

automated feedback, writing style suggestions, and lower cognitive load, artificial intelligence holds considerable promise in enhancing the quality of writing. The use of artificial intelligence in writing instruction, however, has to be supported by pedagogical and ethical issues if it is to preserve autonomy and independent writing abilities. In this situation, the effectiveness of AI use depends on how this technology is directed and incorporated into current writing and learning activities (Georgiadou et al., 2021).

#### **2.1.5 Peer Review Activities in Writing**

Peer review in writing is a cooperative process in which students provide input. Peer review, commonly referred to as peer feedback in academic discourse, is a collaborative process in scholarly writing where students offer critiques of their peers' compositions. Fan & Xu (2020) assert that "Peer review, or peer feedback, is a method employed in writing instruction to promote revision and critical engagement." This underscores that the two phrases are utilized interchangeably in the domains of writing education, practice, and research. The primary objective of this peer review is to enhance writing quality through the provision of constructive feedback. This practice enhances writers' skills while also training feedback providers to engage in critical and analytical evaluation of the structure and substance of others' writing. Peer review assists students in refining their work while concurrently training feedback providers to cultivate critical and analytical thinking about their peers' writing. Recent studies demonstrate that peer evaluation enhances pupils' writing abilities. According to

van Blankenstein et al, (2025), explicit requests for peer feedback can improve the quality of feedback responses given. This study also confirms that clarity of purpose in the peer feedback process has a direct impact on the quality of comments provided by students.

The effectiveness of peer review is largely dependent on students' feedback literacy, namely their ability to give and receive feedback constructively. Dong et al. (2023) conducted a study that developed a scale for evaluating students' feedback literacy, demonstrating that attributes such as feedback-related knowledge, collaborative learning abilities, appreciation of feedback, and motivation to engage substantially affect the efficacy of peer review in writing. Nonetheless, challenges remain in the implementation of peer review. Some students may feel uneasy when offering critiques to their peers or may question the validity of the feedback they receive. Wei and Liu (2024) emphasized that the principal issue in peer review stems from students' failure to provide constructive and comprehensive feedback. This underscores the need for guidance and assistance from educators to empower students to fully utilize the benefits of the peer review process in writing.

In the field of second language acquisition, peer review has shown effective in improving students' writing skills. Wei & Liu (2024) found that students engaged in peer review showed significant improvement in their English writing skills. Additionally, peer review improved their understanding of the writing process, developed emotional strategies, and strengthened critical thinking abilities. Utilizing refined feedback systems can improve the effectiveness of peer

review in writing. Huisman (2018) found that modified peer critique can aid students in identifying and correcting linguistic errors in their assignments. Consequently, this methodology can enhance the general caliber of pupils' writing. The advancement of educational technologies in the contemporary day enhances the practice of peer feedback. Zaniar et al. (2025) demonstrated that *Mobile-Assisted Language Learning (MALL)* enhanced student motivation to provide feedback when the contact was technology-mediated, as it appeared more pragmatic and emotionally secure. In this regard, Sabokhat (2025) investigated technology-mediated feedback and discovered that students exhibited considerable enhancements in feedback literacy, encompassing an improved comprehension of writing structure and the capacity for autonomous revision.

#### **2.1.6 Integrating AI Writing Tools into Peer Review Activities in EFL Classrooms**

Integrating AI writing tools into peer review activities in the EFL classroom refers to the strategic use of artificial intelligence-based software to assist students in collaboratively evaluating and improving their written work. The utilization of artificial intelligence (AI) has become essential in the evolution of education, particularly in the instruction of English as a Foreign Language (EFL) (Wang & Zhang, 2024). EFL classrooms conventionally employ a teacher-centric methodology for instructing writing abilities; however, the incorporation of AI tools offers a more collaborative and student-centered option (Harunasari, 2023). A method of collaboration involves the integration of peer review activities in

writing, which can be enhanced by AI writing tools like Grammarly, Quillbot, or ChatGPT. Peer review is a procedure in which students evaluate and offer feedback on one another's writing, a method that enhances cognitive engagement and feedback literacy among learners (Guo et al., 2024). This exercise in EFL classes directly invites students to contemplate language usage and argument construction in ways unattainable through instructor correction alone (Aljuaid, 2024). Moreover, peer review enhances students' accountability for their learning and cultivates metacognitive awareness regarding the quality of their writing (Hossain & Al Younus, 2025).

In conjunction with technology advancements, AI writing tools have emerged as a significant adjunct to this process, offering immediate, data-driven feedback on grammatical aspects, cohesion, and coherence of writing (Liu et al., 2023). These technologies enhance the efficiency of revising while offering reasonably objective and consistent feedback (Tajik, 2025). Students may utilize AI tools prior to or following peer review sessions to enhance their writing drafts and corroborate the comments obtained (Etaat, 2024). This integration aligns with Vygotsky's sociocultural theory, which posits that learning transpires through social contact and assistance from others within the zone of proximal development (Vygotsky, 1978). In AI-assisted peer review, technology serves as a framework that improves critical thinking and discourse among students (Chang & Hsiao, 2024). Artificial intelligence assists students in assessing writing using systematic data, hence facilitating more effective collaborative conversations (Guo et al., 2024). This method corresponds with the process writing approach, which



underscores the significance of writing as an iterative process that includes drafting, revising, and editing (Wiboolyasarini et al., 2024). AI writing tools can be utilized at each level to improve writing quality and ensure that students maintain a progressive trajectory in the writing process (Wang & Zhang, 2024).

According to Cognitive Load Theory, AI tools alleviate the cognitive burden on pupils, particularly those lacking sufficient proficiency in grammar (Tajik, 2025). The automated feedback enables students to concentrate on the core concepts and reasoning of the argument instead of dedicating time to mechanical faults (Etaat, 2024). This integration promotes the cultivation of feedback literacy, namely students' capacity to comprehend, analyze, and use feedback effectively (Guo et al., 2024). Students use AI to evaluate their peers' work engage in profound contemplation on the criteria of writing quality. For the integration process to function properly, the implementation phases in EFL classes must be systematically and pedagogically structured. This is a comprehensive account of the phases involved in the peer review implementation as outlined by Guo et al. (2024), namely (1) Artificial Intelligence Instruments Orientation and Training Phase, (2) Initial Draft Composition Phase, (3) AI-Driven Peer Review Phase, (4) Reflection and Class Discussion, and (5) Conclusive Revision and Assessment Phase.

#### 1) Artificial Intelligence Instruments Orientation and Training Phase

In the preliminary phase, educators must present the fundamental notion of peer review to pupils. This encompasses the comprehension, advantages, and significance of peer evaluation in enhancing writing skills (Marzuki et al.,

2023). Educators can provide tangible examples and simulations to demonstrate how constructive feedback enhances writing quality. Subsequently, training is conducted on the utilization of AI-driven writing instruments. Students learn to utilize Grammarly for grammar correction, Quillbot for paraphrasing, and ChatGPT for idea generation or enhancing writing structure (Hossain & Al Younus, 2025). The objective of this training is to ensure that students not only utilize technology mechanically but also critically assess AI recommendations. The instructor furthermore presents a peer review assessment rubric. This rubric encompasses elements of coherence, argumentation, syntax, and academic formatting (Guo et al., 2024). This guide provides students with a definitive framework for providing and receiving feedback from both AI and peers.

## 2) Initial Draft Composition Phase

Students are required to compose their initial essay on a designated topic, such as argumentative or narrative. Students are permitted to utilize AI technologies independently to aid their preliminary writing (Wiboolyasarini et al., 2024). This seeks to enhance pupils' self-efficacy in producing writing that merits evaluation. Upon completion of the draft, students engage in self-editing via Grammarly and ChatGPT. Grammarly offers a systematic assessment of grammar and spelling, whilst ChatGPT can be utilized to enhance arguments and elucidate concepts (Alharbi, 2023). The outcomes of this preliminary revision serve as the foundation for subsequent peer review

processes.

### 3) AI-Driven Peer Review Phase

Upon completing the writing and editing of the original draft, students share their work with their review partners. At this juncture, pupils are required to both read and assess their peers' compositions and independently utilize AI techniques for evaluation (Guo et al., 2024). For instance, they may utilize Grammarly to analyze their peers' text and record the system's proposed corrections. Students utilize ChatGPT to deliver preliminary evaluations of paragraph structure, coherence of concepts, or robustness of arguments. It is explicitly stated that AI serves solely as a preliminary reference, and students are required to furnish manual remarks in accordance with the assessment criteria (Etaat, 2024). Students' remarks are documented in textual form and appended to the outcomes of the AI analysis. This establishes a dual-feedback environment, wherein pupils obtain input from both technology and peers concurrently (Tajik, 2025).

### 4) Reflection and Class Discussion

Upon the completion of the peer review process, a reflective session is conducted in class. The educator orchestrates a dialogue regarding the distinctions between artificial intelligence and human input, as well as strategies for their optimal integration (Guo et al., 2024). Students are encouraged to examine how the feedback illuminates the strengths and faults of their writing. This discourse enhances students' metacognitive awareness and

augments critical thinking abilities (Zhang, 2024).

#### 5) Conclusive Revision and Assessment Phase

Students amend their drafts to create a final version based on input from peers and AI tools. The instructor subsequently assesses the final composition according to the rubric and takes into account the progression from the initial draft (Wiboolyasarini et al., 2024). The evaluation encompasses both the writing and the quality and depth of comments provided by students to their classmates. This promotes active participation in peer review processes and guarantees that students are not merely passive users of input (Liu et al., 2023).

## 2.2 Relevant Studies

To comprehend the integration of AI writing tools into peer review activities, it is necessary to evaluate previous research on students' perception of the usage of these technologies in the context of learning English as a foreign language (EFL). The examination of these relevant studies gives an empirical basis for determining how students respond to the use of AI tools in writing, to what extent they find them useful, and what problems arise. The following three studies were chosen because they add significant and complementary contributions to the focus of this research.

The study by Safitri and Fithriani (2024) entitled “*Exploring Higher Education EFL Students' Perception of AI Writing Tools in the 5.0 Era*” explored how EFL students at the tertiary level perceive AI-based writing tools amidst the

transition to the Society 5.0 era. The study used a mixed approach to gain a fuller picture, both quantitatively and qualitatively. The results show that most students have a positive perception of AI tools such as Grammarly and ChatGPT, especially in terms of increasing writing efficiency, improving grammar, and supporting faster revision. However, this study also revealed students' concerns about the potential decrease in originality and creativity of their writing due to AI dependency. The relevance of this study to the current research is clear. In the context of peer review activities, students' perceptions of AI will influence how they utilize the tool in assessing and revising their peers' writing. If students already see AI as a tool that speeds up revision, then integrating it in peer review has the potential to enrich the feedback provided. However, the results of this study also remind us that it is important to maintain a balance between the use of AI and students' critical thinking. Thus, this study is an important reference in developing a conceptual framework on how student perceptions can influence the successful implementation of AI in collaborative activities such as peer review.

The next study by Jaya and Susyla (2024) entitled *“Assessing Students' Perceptions of AI Grammar and Writing Assistance Tools: Implications for Academic Writing Instruction”* provides a more technical and applicable view of how EFL students assess the function of AI tools in academic writing. The main focus of the study was on students' perceptions of specific features of Grammarly, QuillBot, and ChatGPT-particularly in helping them improve sentence structure, grammar, and clarity of argument. The results showed that students found it significantly helpful in editing their writing with the help of AI. However, there

were also concerns about the possibility of reduced critical thinking skills and originality of ideas due to over-reliance on this technology. The contribution of this study to this thesis research lies in a more detailed understanding of how students interact with AI features during the writing revision process. This is particularly relevant when it comes to peer review activities, as students will not only receive feedback from peers, but will also utilize AI to improve their writing based on that feedback. Knowing that students realize the limitations of AI in terms of ideas and arguments, the approach in this study can be directed to make AI a complement rather than a substitute for students' thinking process. Thus, Jaya and Susyla's (2024) research strengthens the reason why student perceptions should be one of the main focuses in assessing the effectiveness of AI integration in peer review activities.

Meanwhile, Selim (2024) in his research entitled *“The Transformative Impact of AI-Powered Tools on Academic Writing: Perspectives of EFL University Students”* presents a longitudinal and reflective perspective on the use of AI in academic contexts. The study aims to understand how continued use of AI tools affects EFL university students' perceptions, confidence, and writing practices. The main findings show that while students welcomed AI to improve the technical quality of their writing, some felt that reliance on AI could reduce their confidence in writing independently. However, many students also thought that the integration of AI in writing lessons when coupled with lecturer guidance could provide a strong motivational and cognitive boost. This research provides a valuable theoretical foundation in linking the use of AI with the development of

students' academic identity as writers. In the context of this study, which combines AI with peer review activities, a long-term perspective on students' perceptions is important. AI-based peer review activities will not only affect the quality of writing revisions, but also shape the way students see themselves in the writing learning process. Therefore, the integration of AI tools needs to be carefully designed so that it does not replace students' cognitive roles, but rather strengthens their confidence in actively participating in the process of evaluating and revising their writing. This study conceptually reinforces the importance of considering perception as an integral aspect in designing AI integration models that are not only technically effective, but also support the development of students' affective and metacognitive competencies.

The three studies above together form a solid foundation for this study, in terms of students' general perceptions of AI, utilization of technical features in writing, and long-term implications on attitudes and confidence in writing. By reflecting on these findings, this study builds an argument that student perceptions are inseparable from the successful implementation of AI in the context of learning to write, especially in collaborative activities such as peer review. Therefore, understanding students' perceptions is a strategic step in designing and evaluating the pedagogical and contextual use of AI in the EFL classroom.

### **2.3 Conceptual Framework**

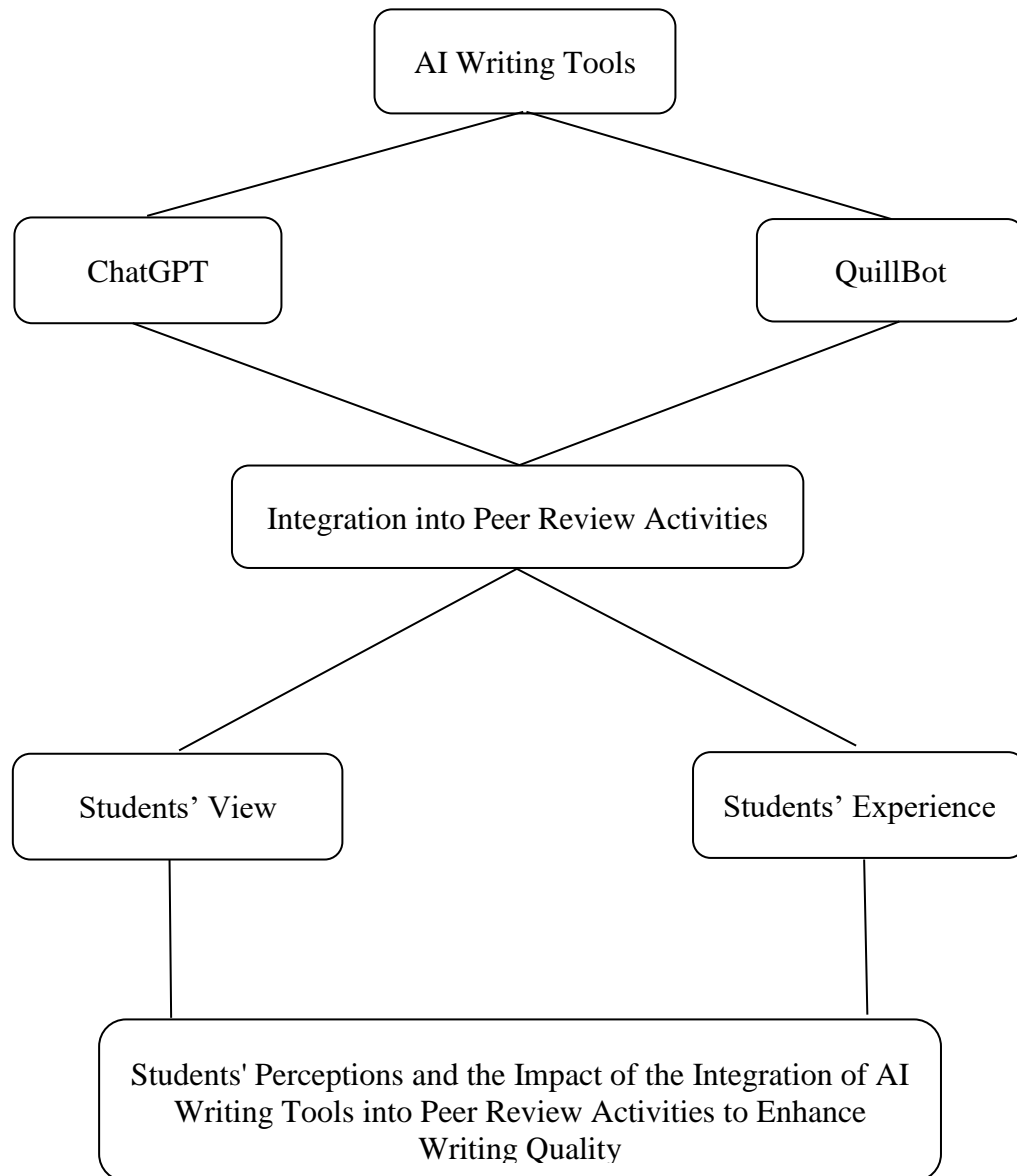
This study investigates EFL students' perceptions regarding the integration of AI writing tools into peer review activities and how this integration contributes

to the improvement of writing quality. The conceptual framework provides a systematic and logical structure that guides the research process—from the identification of variables to the analysis of student perceptions and their impact on writing outcomes. The framework begins with the growing presence and utilization of AI writing tools, which serve as a technological support system in academic writing. In this context, ChatGPT and QuillBot are two major tools examined in the study. ChatGPT functions as an idea generator and content humanizer, while QuillBot supports grammar correction and paraphrasing. Both tools represent a form of external scaffolding that supports students' writing processes.

These tools are then integrated into peer review activities, a student-centered pedagogical practice wherein learners assess and provide feedback on each other's written work. This integration aims to enhance the quality and depth of peer feedback by complementing student insight with AI-assisted suggestions. The framework emphasizes two key aspects of student input: students' views and students' experiences. Students' views reflect their beliefs, attitudes, and perceived value of AI integration in peer review, while students' experiences capture their actual engagement and the challenges or advantages encountered during the process. These elements collectively shape the central construct of the research: students' perceptions of the integration of AI writing tools into peer review activities to enhance writing quality. This perception serves as the basis for evaluating whether the combined use of peer interaction and AI tools yields meaningful improvements in writing performance, particularly in aspects such as



grammar, coherence, and argument structure. The following is the conceptual framework flow of this research:



**Figure 2.1 Conceptual Framework**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research was carried out with mixed-methods, integrating both quantitative and qualitative approaches to obtain a comprehensive results. As noted by Creswell and Clark (2017), the mixed-methods approach is particularly advantageous in addressing complex research questions that cannot be adequately explored through a single methodological lens. The quantitative method helped identify patterns and relationships between variables through statistical analysis of numerical data, offering objectivity and generalizability. Meanwhile, the qualitative method provided deeper insight into participants' experiences and perspectives, capturing the complexity and context of the issues being studied. By integrating both method, this study was achieve what Tashakkori and Teddlie (2010) describe as methodological triangulation, enhancing the validity and richness of the findings.

#### **3.2 Location and Time of the Research**

This research was conducted at the Universitas Muhammadiyah Sumatera Utara (UMSU), specifically at the faculty of teacher training and education, English education study program. The selection of this location was based on the accessibility of participants who already had experience in integrating AI writing tools into peer review activities. The research was conducted over a period of

three months, starting from June to August 2025. The stages of the research process were outlined in Table 3.1 below:

**Table 3.1 Time of the Research**

Activity	Month/Year 2025		
	June	July	August
Preparation of instruments and design			
Data collection			
Data analysis and interpretation			
Report writing and finalization			

### **3.3 Participant of the Research**

The participants in this research were eighth semester students of the English education study program at Universitas Muhammadiyah Sumatera Utara (UMSU) who had followed the writing course and were involved in peer review activities. They were chosen because they had direct experience in using AI writing tools during the peer review process. As the study focuses on exploring EFL college students' voices on integrating AI writing tools into peer review activities to enhance writing quality, these participants provided relevant insights through their experiences on the use of AI in peer review contexts.

### **3.4 Instrument of the Research**

This research was use two types of research instruments to collect data, corresponding to the mixed-methods approach. For the quantitative, a closed-ended questionnaire was used to obtain structured responses from participants.

The questionnaire consisted of multiple-choice and Likert-scale items designed to measure EFL college students' voicess of the integration of AI writing tools in peer review activities. This format allowed for statistical analysis and comparison across participants.

For the qualitative, an open-ended questionnaire was used to explore EFL college students' deeper insights, opinions, and experiences regarding the use of AI writing tools in peer review activities. The open-ended questions provided participants the opportunity to express their thoughts freely, allowing the researcher to capture rich, descriptive data that could not be obtained through fixed-response items. Both instruments were developed based on relevant literature and aligned with the objectives of the research.

### **3.6 Technique of Data Analysis**

The quantitative data obtained from the closed-ended questionnaire will be analyzed using SPSS version 29. Descriptive statistics such as frequencies, percentages, means, and standard deviations was employed to summarize the participants' responses and identify general trends in their perceptions regarding the integration of AI writing tools into peer review activities.

This research was also employ thematic analysis to examine EFL college students' voicess and the impact of integrating AI writing tools into peer review activities to enhance writing quality. Thematic analysis is a qualitative method for identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2021). The open-ended responses will be coded systematically, allowing

the researcher to uncover recurring themes and gain deeper insights into students' experiences and attitudes toward the use of AI writing tools in academic settings. The thematic analysis process in this study followed six key phases proposed by Braun & Clarke (2021), namely: (1) Familiarization with the Data, (2) Generating Initial Codes, (3) Searching for Themes, (4) Reviewing Themes, and (5) Defining and Naming Themes (6) Producing the Report.

1) Familiarization with the Data

All responses from the open-ended questionnaire were read multiple times to gain an in-depth understanding of the students' views regarding.

2) Generating Initial Codes

Significant statements and phrases were highlighted and labeled with descriptive codes that reflected participants' perceptions and experiences.

3) Searching for Themes

The codes were then categorized into broader patterns or themes.

4) Reviewing Themes

The themes were reviewed and refined by comparing them against the original data set.

5) Defining and Naming Themes

Each theme was clearly defined to ensure it captured a distinct aspect of the research questions.

6) Producing the Report

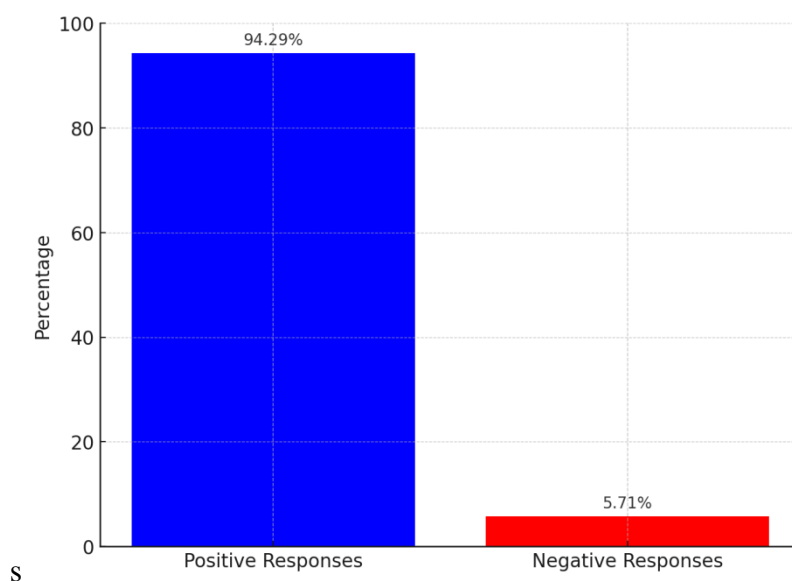
The final themes were presented narratively, supported by direct quotations from students to reflect their authentic voices.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **4.1 Result**

This section presents and elaborates on the research findings derived from the analysis of data related to integrating AI writing tools into peer review activities to enhance writing quality. These findings will cover two research problems highlighted in this study. The first focuses on exploring students' perceptions regarding the integrating AI writing tools into peer review activities to enhance writing quality, and the second seeks to determine the actual impact of integrating AI writing tools into peer review activities to enhance writing quality. The result of this research will show students' perception and the impact of integrating AI writing tools into peer review activities to enhance writing quality clearly. These are indicated from participants' response to close-ended questionnaire distributed via Google Forms, consisting of twenty questionnaire items. In more detail, the following chart (Chart 4.1) displays the students' perception on integrating AI writing tools into peer review activities to enhance writing quality and its impact on students' writing quality. Furthermore, the chart provides a clearer observation of both positive and negative responses, illustrating the proportion of students who expressed support for the use of AI writing tools and those who indicated disagreement with their integration



**Chart 4.1 Students' Perception of Integrating AI writing Tools into Peer Review Activities to Enhance Writing Quality**

Referring to Chart 4.1, it highlights that 94.29% of the responses indicated a positive perception toward the integration of AI writing tools into peer review activities to enhance writing quality. This overall approval rate indicates that the majority of participants perceived substantial benefits from utilizing AI tools to support both their writing and feedback practices. The responses consistently revealed that these tools not only enhanced the quality of feedback provided to peers but also contributed to the development of students' own writing abilities. Many students affirmed that ChatGPT assisted them in comprehending their peers' writing more effectively prior to giving feedback and in identifying specific areas requiring improvement, such as grammar and writing style. These findings suggest that AI tools functioned as a form of scaffolding, enabling students to

engage more critically with peer texts and to demonstrate greater sensitivity to linguistic features. Furthermore, several students acknowledged that ChatGPT enabled them to produce feedback that was more detailed and specific, thereby increasing the overall utility and relevance of their comments.

In addition to supporting comprehension and error detection, positive responses emphasized the enhancement of clarity and expression. A considerable proportion of participants agreed that ChatGPT's suggestions improved the clarity of their feedback, while QuillBot was particularly valued for its capacity to rephrase comments into more constructive forms and to render feedback more concise and accessible. The ability to propose more precise word choices was also regarded as a meaningful contribution. Collectively, these insights demonstrate how AI tools supported students in addressing linguistic challenges, thereby enabling them to generate clearer, more coherent, and more professional peer feedback. Another noteworthy outcome concerned the role of AI tools in strengthening students' confidence and professionalism. A substantial number of respondents indicated that they felt more confident in providing feedback after using ChatGPT and QuillBot, as the tools facilitated the articulation of comments in a more effective and professional tone. In addition, students reported that the use of AI contributed to a deeper understanding of the principles of effective feedback, while also motivating them to recommend these tools to others. These findings highlight that the integration of AI tools not only improved the immediate peer review process but also positively shaped students' long-term perspectives on giving and receiving feedback.



Efficiency was also prominently highlighted in the positive responses. Students reported that the use of ChatGPT and QuillBot made the peer review process more efficient, enabled them to focus on the most salient aspects of their peers' writing, and allowed them to deliver feedback that was more impactful. Respondents also acknowledged that the tools facilitated the provision of constructive criticism, enhanced the overall quality of their written feedback, and contributed to improvements in their peers' writing. Ultimately, the majority of students agreed that the integration of ChatGPT and QuillBot substantially elevated the overall quality of peer review writing. Taken together, these findings provide compelling evidence that the integration of ChatGPT and QuillBot exerted a significant positive influence on students' experiences with peer review. The predominance of positive responses demonstrates that participants did not merely regard the tools as supplementary aids, but rather as essential supports that enhanced the clarity, quality, and efficiency of their feedback, bolstered their confidence, and improved the overall outcomes of peer review activities.

Qualitatively, it provides further insight into the positive responses of how students experienced the benefits of integrating AI writing tools in practice. The finding indicates that students perceived clear benefits from using these AI writing tools in peer review and also recognized their impact on improving their writing quality as displayed at Appendix 4. Students state that they perceive the benefits of integrating AI writing tools into peer review process. They perceive how these tools helped them clarify their ideas, deliver feedback more effectively, improve

their confidence in expressing thoughts and efficiency of peer review process. Many students highlighted that ChatGPT and QuillBot helped them improve their writing quality. These tools improved their vocabulary, grammar, language accuracy, coherence and clarity. One of students described:

“Using ChatGPT and QuillBot together made my overall approach to peer review more thoughtful, confident, and effective. ChatGPT helped me come up with clear ideas and organize my feedback in a helpful and friendly way. QuillBot then helped me improve the wording, making my sentences smoother and easier to understand. Together, they made it easier for me to express my thoughts politely and clearly. This combination also helped me feel more confident in my writing, so I could focus more on giving useful feedback instead of worrying about grammar or how to say things. Overall, they made the peer review process less stressful and more meaningful.” (Q4.RS1)

This indicates that the integration of ChatGPT and QuillBot simultaneously has a direct impact on improving the quality of students' writing. This integration makes writing more logical, systematic, and communicative. Additionally, it enhances language usage, particularly in refining word choice and improving sentence fluency. Students feel that the combination of these two tools makes it easier for them to express their thoughts in a more professional manner, while reducing grammatical errors and stiffness in sentences. The end result is higher-quality written feedback, both in terms of content and language style. Another student stated:

“Using ChatGPT and QuillBot together helped me feel more confident when giving peer review. ChatGPT gave me ideas on what to focus on and how to give helpful comments. QuillBot helped me rewrite my sentences to sound clearer and more polite. By using both tools, my feedback became more organized and easier to understand. It also saved me time and made me enjoy the peer review process more.” (Q4.RS12)

This confirms that the simultaneous use of ChatGPT and QuillBot supports increased confidence, efficiency, and quality of feedback in peer review activities. The use of these two tools not only improves the structure and clarity of feedback, but also saves time and makes the peer review process more enjoyable for students. This shows that AI technology can reduce students' cognitive load and increase their engagement in the academic process.

In contrast to the predominance of positive responses, only a negligible proportion of students (5.71%) reported negative responses regarding the integration of AI writing tools into peer review activities to enhance writing quality. Although representing a very small percentage, these responses remain important as they reflect students' disapproval of the use of AI writing tools. The negative responses indicate that a minority of students perceived the tools as unhelpful in identifying specific grammatical errors, highlighting areas for improvement in their peers' writing, facilitating the provision of detailed feedback, or offering suggestions that were easy to understand and apply. Qualitatively, students stated that AI writing tools also have limitations. Sometimes there are contextual mismatches and meaning distortions in the use of these AI writing tools. One of students mentioned:

“Yes, there were a few times when ChatGPT or QuillBot's suggestions were not very helpful. Sometimes, ChatGPT gave feedback that was too general or didn't really match the specific work I was reviewing. It also occasionally made the feedback sound too formal, which didn't feel natural when talking to classmates. With QuillBot, there were times when it changed my sentences too much, making them sound strange or changing the meaning I wanted to express. In those cases, I had to go back and fix the sentences myself. Even though both tools were mostly

helpful, I learned that it's important to double-check their suggestions and make sure they fit what I really want to say.”  
(Q3.RS1)

This statement reveals that although ChatGPT and QuillBot are generally helpful, students also experience some limitations in using these two tools. ChatGPT sometimes provides feedback that is too general or irrelevant to the specific context of the task being studied. In addition, the style of language suggested by ChatGPT is sometimes too formal, making it feel unnatural in peer interactions. On the other hand, QuillBot occasionally over-paraphrases or alters the original meaning of sentences. This requires students to revise the paraphrased results to ensure the original intent is preserved. Overall, this experience demonstrates that while AI tools are useful, users must remain critical and manually evaluate the suggestions provided. Relying solely on technology without personal judgment can lead to errors or inaccuracies.

Based on the limitations, students actively provided suggestions for improvement that focused on strengthening instructional support and simplifying Tool Integration. This reflects a high level of reflection, where students not only evaluated their experiences, but also proposed concrete solutions to improve the effectiveness and efficiency of using AI writing tools in a collaborative academic context. The majority of students emphasized the importance of clear usage guidelines, whether in the form of training, tutorials, or concrete examples of usage. One of students give a suggestion:

“I suggest providing guided prompts or training on how to use ChatGPT and QuillBot effectively for peer review. Also, integrating them into one platform would make the process smoother and more efficient.” (Q5.RS2)

This response points to the need for complementary support, suggesting that although ChatGPT and QuillBot are useful, students recognize the need for additional support in the form of training or usage guidelines. Their experiences show that without sufficient understanding of how to effectively utilize the features of both tools, the results obtained are not always optimal. Therefore, students suggest the use of guided prompts or training to help them understand how to use AI more strategically, especially in the context of peer review. Additionally, students also suggest integrating both tools into a single platform to make the usage process more efficient and streamlined. This indicates that aspects of accessibility and workflow efficiency are also important for users in an educational context. Another student stated:

“Honestly, I think it would be easier if there was a quick explanation or demo before we started the peer review, just so we know how to actually use ChatGPT and QuillBot the right way. Also, it’d be super helpful if both tools were in one place, so we don’t have to keep switching tabs. It would save time and make the whole process smoother.” (Q5.RS10)

This suggestion reflects that students want practical support before using ChatGPT and QuillBot in the peer review process. They feel that a brief explanation or initial demonstration would help them understand how to use the tools correctly and effectively. This shows that even though students are familiar with technology, they still need orientation or brief training to maximize its use. Additionally, students suggest integrating ChatGPT and QuillBot into a single platform to streamline the process and avoid disrupting workflow. Switching between tabs is seen as cumbersome and time-consuming. Therefore, a more centralized interface and system design are believed to enhance comfort,

efficiency, and focus for students when writing feedback.

Overall, these recommendations indicate that to maximize the potential of AI in education, it is not enough to simply provide access to tools such as ChatGPT and QuillBot. Structured pedagogical and technological support is also required, such as initial training, usage guidelines, and efficient system integration. This support aims to ensure that students can use these tools effectively, appropriately, and in line with their academic needs. Moreover, it is important to consider contextual understanding, critical thinking skills in evaluating AI suggestions, and user comfort during the learning process.

## **4.2 Discussion**

This research examined the intergration of AI writing tools into peer review activities to enhance writing quality. In general, participants have positive perception on the integrating AI writing tools into peer review activities to enhance writing quality. The results show that participants give positive responses that the integration of AI writing tools into peer review activities has an impact on improving their writing. These findings are in line with the findings of Safitri and Fithriani (2024), which found that most students have a positive perception of AI tools, especially in terms of improving writing efficiency, correcting grammar, and supporting faster revisions. This study also demonstrate that participants responded that using both tools not only helped them compose better, clearer, and more professional feedback, but also directly improved the quality of their writing. These results are consistent with a previous study by Zheldibayeva (2025), which showed that a combination of peer feedback and AI support can

improve the quality of students' academic writing. In that study, AI acted as a facilitator that helped refine ideas and guide the structure of the writing. Similarly, research by Su et al. (2025) on reviewriter shows that AI tools designed to support peer review can improve students' understanding of effective feedback structures.

This research also supports the findings of Pratama et al. (2025), which show that the use of QuillBot significantly improves the writing skills of Indonesian EFL students, particularly in terms of coherence and grammar. This reinforces the validity of the research findings that AI tools can provide real support in the development of academic writing skills. However, this study presents a novelty by positioning AI writing tools not only as individual aids, but as an integral part of the peer review process. Most previous studies have focused on the independent use of AI and the use of only one type of AI, whereas this research shows that the integration of the two tools actually produces complementary synergies. This is important because it fills a gap in previous research, which has not explored how AI can concretely support peer review in the context of writing. This research demonstrates that the integration of AI-based writing tools and peer review activities can be pedagogically designed to provide tangible benefits. In other words, the collaboration between technology and student interaction not only improves the technical quality of writing but also preserves the creativity and unique voice of each student in their work. In other words, the presence of AI does not eliminate the distinctive characteristics of individual writing but rather helps improve writing comprehensively without sacrificing students' personal expression. This study makes an important contribution to the field of education by offering an effective and innovative model for integrating technology into writing instruction

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTIONS**

#### **5.1 Conclusion**

The findings revealed an overall positive perception of students toward the integration of AI writing tools into peer review activities to enhance writing quality and its positive impact on students' writing quality. These findings are consistent with previous research findings that AI writing tools are highly beneficial to students in the academic writing process, including peer review activities. Most students are not only aware of the existence of these tools but also actively integrate them into their assignments. Although they recognize the benefits, they also acknowledge the limitations of AI writing tools. To minimize these limitations, students recommend several strategies, such as integrating AI writing tools into a single platform or providing usage guidelines before conducting peer review activities.

In summary, integrating AI writing tools into peer review activities offers tremendous benefits, improving the quality of writing, clarity and structure of ideas, boost students' confidence, and improves the efficiency of peer review. The successful integration of AI tools requires equal access, guidance, and collaboration between AI and human educators. By implementing the strategies, colleges can create enriching learning environments and maintain academic integrity.



## 5.2 Suggestions

Based on several points summarized above, there are several recommendations in this research, which are described in detail below.

1. It is recommended for educators that educators should encourage students to use AI writing tools in peer review, considering the many benefits they offer and provide structured training on how to use AI writing tools effectively during peer review.
2. It is suggested for students that students must exercise caution and avoid excessive reliance on AI in order to maintain academic integrity and should engage actively and critically with AI suggestions. Rather than accepting all AI-generated feedback at face value, students should learn to interpret and revise suggestions based on the specific context, purpose, and target audience of their writing. Students should balance AI assistance with self-reflection and view AI as a support system, not as a replacement for human judgment. Regular practice in reviewing and editing AI outputs will help strengthen their writing autonomy.
3. It is recommended for future researcher that the future studies could explore the long-term impact of AI writing tools on writing proficiency and feedback literacy. It is also suggested to examine how different proficiency levels affect the use and perception of AI in peer review.

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## APPENDICES

### Appendix 1 Close-ended Questionnaire (Adapted from Lin, 2025)

(Use Likert scale of 1-5, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Number	Questionnaire Item	Coding
1	Using ChatGPT helped me understand my peer's writing better before providing feedback.	S1
2	ChatGPT's suggestions improved the clarity of my feedback to my peers.	S2
3	QuillBot helped me rephrase my feedback to be more constructive.	S3
4	Using QuillBot made my feedback more concise and easier to understand.	S4
5	ChatGPT helped me identify specific grammatical errors.	S5
6	ChatGPT helped me identify areas for improvement in my peer's writing style.	S6
7	QuillBot helped me suggest better word choices for my peer's writing.	S7
8	ChatGPT helped me provide more detailed and specific feedback.	S8
9	ChatGPT and QuillBot helped me express my feedback more professionally.	S9
10	Using ChatGPT and QuillBot made the peer review process more efficient.	S10
11	Using ChatGPT and QuillBot made my feedback more impactful.	S11
12	ChatGPT and QuillBot helped me focus on the most important issues in my peer's writing.	S12
13	I found the suggestions from both tools easy to understand and apply.	S13
14	I felt more confident giving feedback after using ChatGPT and QuillBot.	S14

15	Both tools helped me provide more constructive criticism.	S15
16	Integrating these tools improved my own understanding of effective feedback.	S16
17	Integrating both tools improved the overall quality of my feedback writing.	S17
18	I believe the suggestions from these tools improved the quality of my peer's writing.	S18
19	I would recommend using ChatGPT and QuillBot for peer review to other students.	S19
20	Overall, using ChatGPT and QuillBot enhanced my peer review writing quality.	S20

**Appendix 2 Calculation of Students' Perception of Integrating AI writing Tools into Peer Review Activities to Enhance Writing Quality**

Questionnaire Item	SA		A		N		D		SD		Mean	Std. Dev	Percentage	Result
	F	Percentage	F	Percentage	F	Percentage	F	Percentage	F	Percentage				
S1	6	43 %	8	57 %	0	0 %	0	0 %	0	0 %	4,4	0,51	100 %	Positive
S2	3	21 %	11	79 %	0	0 %	0	0 %	0	0 %	4,2	0,43	100 %	Positive
S3	4	29 %	10	71 %	0	0 %	0	0 %	0	0 %	4,3	0,47	100 %	Positive
S4	1	7 %	13	93 %	0	0 %	0	0 %	0	0 %	4	0,27	100 %	Positive
S5	4	29 %	8	57 %	0	0 %	2	14 %	0	0 %	4	0,96	86 %	Positive
S6	2	14 %	8	57 %	0	0 %	4	29 %	0	0 %	4,07	1,09	71 %	Positive
S7	3	21 %	11	79 %	0	0 %	0	0 %	0	0 %	4,14	0,43	100 %	Positive
S8	3	21 %	8	57 %	0	0 %	3	21 %	0	0 %	3,86	1,05	78 %	Positive
S9	4	29 %	10	71 %	0	0 %	0	0 %	0	0 %	4,21	0,78	100 %	Positive
S10	6	43 %	8	57 %	0	0 %	0	0 %	0	0 %	3,86	0,51	100 %	Positive
S11	4	29 %	8	57 %	0	0 %	2	14 %	0	0 %	3,93	0,96	86 %	Positive
S12	3	21 %	11	79 %	0	0 %	0	0 %	0	0 %	4,07	0,43	100 %	Positive
S13	6	43 %	5	36 %	0	0 %	3	21 %	0	0 %	4,14	1,18	79 %	Positive
S14	3	21 %	11	79 %	0	0 %	0	0 %	0	0 %	4,29	0,43	100 %	Positive
S15	4	29 %	10	71 %	0	0 %	0	0 %	0	0 %	4	0,47	100 %	Positive
S16	5	36 %	7	50 %	0	0 %	2	14 %	0	0 %	3,93	0,99	86 %	Positive
S17	3	21 %	11	79 %	0	0 %	0	0 %	0	0 %	3,86	0,73	100 %	Positive
S18	3	21 %	11	79 %	0	0 %	0	0 %	0	0 %	3,93	0,43	100 %	Positive
S19	5	36 %	9	64 %	0	0 %	0	0 %	0	0 %	4,07	0,50	100 %	Positive
S20	4	29 %	10	71 %	0	0 %	0	0 %	0	0 %	4,14	0,47	100 %	Positive
Positive Responses 94,29%					Negative Responses 5,71s%									

**Note.** S = Statement, SA =Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

### Appendix 3 Open-ended Questionnaire (Adapted from Xu et al., 2025)

Questionnaire	Response of Student	Coding
Describe how ChatGPT specifically helped you improve the quality of your peer feedback.	1. ChatGPT helped me give better feedback to my classmates by making it easier to say things clearly and kindly. It showed me how to start with something good, then share a helpful suggestion, and finish with a quick summary. Sometimes I wasn't sure how to explain my thoughts, but ChatGPT gave me ideas and better ways to say them. It also helped fix my grammar and made my English sound more natural. Because of that, I felt more confident and my feedback was more useful and friendly.	Q1.RS1
	2. ChatGPT helped me improve my peer feedback by making it clearer, more structured, and constructive. It suggested better wording, helped me organize my thoughts, and ensured my tone was respectful and helpful. I also used it to check grammar and get ideas for specific suggestions.	Q1.RS2
	3. ChatGPT helped me customize feedback to fit each individual post, so it feels personalized and relevant. ChatGPT helped me craft initial feedback messages that were specific and constructive and then ensured consistency in tone and quality of feedback across the team.	Q1.RS3
	4. ChatGPT helped me identify grammar mistakes and gave clear suggestions to make my feedback more specific and detailed	Q1.RS4

	5. ChatGPT helped me give clearer and more constructive peer feedback by suggesting polite and effective ways to express my thoughts. It also improved my grammar and tone, making my feedback more professional and easier to understand.	Q1.RS5
	6. ChatGPT can assist in framing feedback more positively and constructively, even when addressing areas of improvement.	Q1.RS6
	7. ChatGPT gave me the opportunity to change my writing for the better. Because ChatGPT provides better writing and word selection suggestions that improve the quality of my writing.	Q1.RS7
	8. ChatGPT helped me by suggesting clearer sentences so my feedback sounded more structured and polite, but still firm when needed.	Q1.RS8
	9. ChatGPT checked the writing quality of my peer and then helped providing appropriate and quality feedback according to the rules but also according to the text that is being asked.	Q1.RS9
	10. ChatGPT can provide advice or a clearer perspective on what we want to know. So, when we are confused or have difficulty thinking, Chat GPT can provide a view and then we can elaborate on it based on our thoughts as well.	Q1.RS10

	11. ChatGPT helped us improve the quality of our feedback because if we are have wrong, this application can tell where the wrongs.	Q1.RS11
	12. ChatGPT helped me improve the quality of my peer feedback by giving me examples of how to write feedback in a clear and polite way. Sometimes I didn't know how to say my opinion nicely, but ChatGPT showed me better words to use. It also helped me focus on important things like grammar, ideas, and structure. Because of that, my feedback became more useful for my friends.	Q1.RS12
	13. ChatGPT helped me improve the quality of my feedback by providing clear examples, suggesting constructive phrases, and helping me organize my thoughts more effectively and respectfully.	Q1.RS13
	14. ChatGPT helped me find a clearer, polite, and constructive sentence when giving criticism or suggestions and I can also ask for ChatGPT to revise the feedback sentence. Then ChatGPT helped me identify writing aspects that need to be improved, such as grammar, cohesion between paragraphs, or the use of vocabulary, and ChatGPT also helped me by giving examples of better sentences, so my suggestion becomes more concrete, not just a criticism.	Q1.RS14

Explain how QuillBot helped you to give more effective and constructive feedback.	1. QuillBot helped me give more effective and constructive feedback by improving the way I worded my thoughts. Sometimes my sentences were a bit confusing or too simple, but QuillBot helped me rephrase them to sound clearer and more professional. It also helped me find better words to express my ideas, so my feedback sounded more thoughtful and polite. This made it easier for others to understand my suggestions and take them in a positive way. Overall, QuillBot made my feedback more helpful and easier to read.	Q2.RS1
	2. QuillBot helped me give more effective and constructive feedback by rephrasing my ideas to sound clearer and more thoughtful. It made my feedback easier to understand and helped me choose words that sounded more supportive and respectful.	Q2.RS2
	3. QuillBot helped me improve grammar and writing style, paraphrasing and clarifying feedback, summarize important information, and helped with language variation and sentence.	Q2.RS3
	4. QuillBot helped me rephrase my sentences to sound more polite and professional, making my feedback easier to accept.	Q2.RS4
	5. QuillBot helped me give more effective and constructive feedback by rephrasing my sentences.	Q2.RS5



s	6. QuillBot helped writers of all skill levels fine-tune writing by providing several tools, including its grammar checker, paraphraser, translator, AI humanizer and more.	Q2.RS6
	7. I use quillbot for paraphrasing and grammar check. Quillbot is very effective because it suggests alternative paraphrasing options, users can also choose the desired writing theme such as fluency, standard, academic and others. besides correcting errors in grammar	Q2.RS7
	8. QuillBot helped me rephrase my words to make the feedback sound softer and easier to accept by my peers.	Q2.RS8
	9. Quillbot is very helpful in terms of providing feedback because it not only provides feedback but also simplifies the work done manually in a more effective but quality way.	Q2.RS9
	10. Quillbot provides paraphrasing and grammar check features, which can help us to clarify the sentences we want to convey so that they are easily understood. And we can also learn about grammar if there are still mistakes.	Q2.RS10
	11. QuillBot helped generate clear and concise feedback, so users can understand areas for improvement, helped optimize feedback language,	Q2.RS11

	so we can receive effective and constructive feedback, helped generate relevant and useful suggestions to improve user skills and helped save time in generating effective and constructive feedback.	
	12. QuillBot helped me give more effective and constructive feedback by improving my grammar and making my sentences clearer. When I didn't know how to say something correctly, QuillBot helped me rephrase it in a better way. It also made my feedback sound more polite and professional, so my friends could understand it easily and feel motivated to improve.	Q2.RS12
	13. QuillBot enhanced effective and constructive feedback by paraphrasing text for clarity and professionalism, while its grammar checker instantly highlights errors. This ensures precise, clear, and contextually appropriate suggestions, improving writing quality.	Q2.RS13
	14. QuillBot helped me provide more effective feedback by improving the way I submit suggestions or comments. By used a quillbot, I can have the sentence to be smoother, professional, and helped me rearrange the sentence to make it clearer and not complicated so that it is easy to understand	Q2.RS14

<p>Were there any instances where ChatGPT or QuillBot's suggestions were unhelpful or inaccurate? Explain.</p>	<p>1. Yes, there were a few times when ChatGPT or QuillBot's suggestions were not very helpful. Sometimes, ChatGPT gave feedback that was too general or didn't really match the specific work I was reviewing. It also occasionally made the feedback sound too formal, which didn't feel natural when talking to classmates. With QuillBot, there were times when it changed my sentences too much, making them sound strange or changing the meaning I wanted to express. In those cases, I had to go back and fix the sentences myself. Even though both tools were mostly helpful, I learned that it's important to double-check their suggestions and make sure they fit what I really want to say.</p>	Q3.RS1
	<p>2. Yes, sometimes ChatGPT or QuillBot gave suggestions that were too general or didn't match the context well. I had to revise or ignore those parts to keep my feedback accurate and relevant.</p>	Q3.RS2
	<p>3. No, If used correctly</p>	Q3.RS3
	<p>4. Yes, sometimes the suggestions didn't fully match the context or made the sentence too formal, so I had to adjust them manually.</p>	Q3.RS4
	<p>5. Yes, sometimes ChatGPT provides information that is not very accurate and too general.</p>	Q3.RS5

	<p>6. Yes, there have been instances where both ChatGPT and QuillBot's suggestions have been unhelpful or inaccurate, primarily due to their inherent limitations as AI tools. ChatGPT, for example, can "hallucinate" by generating text that appears correct but is factually incorrect or nonsensical, and it may not accurately explain the changes it makes to text. QuillBot, while useful for paraphrasing, can also produce suggestions that are stylistically awkward or even introduce errors if not carefully reviewed by the user.</p>	Q3.RS6
	<p>7. Yes, sometimes the advice given is out of context so we as users have to double-check for clarity.</p>	Q3.RS7
	<p>8. Sometimes the suggestions from ChatGPT or QuillBot didn't really fit the context, so I still had to review and adjust them based on the writing.</p>	Q3.RS8

	9. Yes, there are times when both tools can be unhelpful because they are inappropriate and inaccurate, for example, when we provide text to be reviewed and given feedback but the results can run away from the text or are not appropriate, it could be because of the wrong writing in one of the sentences or the wrong delivery.	Q3.RS9
	10. Yes, sometimes ChatGPT provides inaccurate references and also those references cannot be searched further.	Q3.RS10
	11. Yes, there were some instances where ChatGPT or QuillBot's suggestions were unhelpful or inaccurate, the first one, data limitations, the second, errors in understanding, the third, limitations in understanding and the last one, limitations in understanding context.	Q3.RS11
	12. Yes, there were a few times when ChatGPT or QuillBot's suggestions were not helpful. Sometimes, ChatGPT gave answers that were too general or didn't match the topic I was working on. For QuillBot, once or twice it changed the meaning of my sentence when trying to make it better. So, I had to read the suggestions carefully and fix them myself. But most of the time, both tools were still useful.	Q3.RS12

S	13. Yes, sometimes ChatGPT or QuillBot gave suggestions that were too general, off-topic, or changed the original meaning. This required me to revise or ignore those suggestions.	Q3.RS13
	14. In my experience, most of the suggestions from ChatGPT and QuillBot have been quite accurate and helpful	Q3.RS14
How did using ChatGPT and QuillBot together impact your overall approach to peer review?	1. Using ChatGPT and QuillBot together made my overall approach to peer review more thoughtful, confident, and effective. ChatGPT helped me come up with clear ideas and organize my feedback in a helpful and friendly way. QuillBot then helped me improve the wording, making my sentences smoother and easier to understand. Together, they made it easier for me to express my thoughts politely and clearly. This combination also helped me feel more confident in my writing, so I could focus more on giving useful feedback instead of worrying about grammar or how to say things. Overall, they made the peer review process less stressful and more meaningful.	Q4.RS1
	2. Using ChatGPT and QuillBot together made my peer review more confident and effective. ChatGPT helped me generate clear, structured ideas, while QuillBot polished my	Q4.RS2

	wording to sound more natural and supportive.	
	3. Using ChatGPT and QuillBot together in peer review can provide a more efficient, objective and structured approach.	Q4.RS3
	4. Using both tools made the review process faster, clearer, and more confident for me when giving feedback.	Q4.RS4
	5. Using ChatGPT and QuillBot together improved my overall approach to peer review by helping me express feedback more clearly and professional	Q4.RS5
	6. Using ChatGPT and QuillBot together can significantly enhance peer review by improving the quality, efficiency, and organization of written work, though it is crucial to be aware of potential drawbacks like over-reliance and the need for critical thinking.	Q4.RS6
	7. Chatgpt helps in providing ideas while quillbot improves clarity in language. This combination enabled me to provide more effective and engaging peer reviews.	Q4.RS7
	8. Using both tools made me more confident in giving feedback because my words felt more organized and thoughtful.	Q4.RS8
	9. The use of the two tools	Q4.RS9

	<p>together will certainly be better where ChatGpt can provide more detailed and broad feedback and Quillbot with a more focused and clearer direction but both can be very impactful if used together for example with the aim that we can get broader feedback to be more certain and accurate</p>	
	<p>10. Using ChatGPT and QuillBot made my peer review process smoother, ChatGPT helped me generate constructive comments, and QuillBot helped me phrase them better.</p>	Q4.RS10
	<p>11. Using ChatGPT and QuillBot increased efficiency, increased accuracy, developed analytical skills, improved Feedback Quality</p>	Q4.RS11
	<p>12. Using ChatGPT and QuillBot together helped me feel more confident when giving peer review. ChatGPT gave me ideas on what to focus on and how to give helpful comments. QuillBot helped me rewrite my sentences to sound clearer and more polite. By using both tools, my feedback became more organized and easier to understand. It also saved me time and made me</p>	Q4.RS12



	enjoy the peer review process more.	
	13. Using ChatGPT and QuillBot together enhances peer review by improving efficiency and clarity. ChatGPT aids in generating initial feedback drafts and summarizing content, while QuillBot refines language, grammar, and style, ensuring polished, coherent reviews. However, human judgment remains essential to maintain accuracy and ethical standards.	Q4.RS13
	14. Using ChatGPT and QuillBot together has made my approach to peer review more systematic, confident, and effective. ChatGPT helped me analyze the content of my peers' writing, provided ideas for improvement, and helped me formulate more specific suggestions. Then, I used QuillBot to paraphrase or refine the feedback to made it sound more polite, professional, and understandable.	Q4.RS14
What are your suggestions for improving the integration of ChatGPT and QuillBot into future peer review activities?	1. To improve the integration of ChatGPT and QuillBot in future peer review activities, I suggest providing clear guidance on how and when to use each tool during the feedback process. For	Q5.RS1

	<p>example, students could use ChatGPT first to generate or organize their ideas, then use QuillBot to polish the language. It would also help to give short tutorials or examples showing how these tools can work together effectively. In addition, it would be useful to include reminders for students to review and edit the suggestions, so they don't rely on the tools too much. Finally, creating opportunities for students to reflect on how the tools helped or didn't help could lead to better learning and smarter use in the future.</p>	
	<p>2. I suggest providing guided prompts or training on how to use ChatGPT and QuillBot effectively for peer review. Also, integrating them into one platform would make the process smoother and more efficient.</p>	Q5.RS2
	<p>3. Just give an accurate explanation from a trusted source.</p>	Q5.RS3
	<p>4. Provide simple tutorials and examples so students can use both tools more effectively during peer review.</p>	Q5.RS4
	<p>5. Add a build in peer review mode that combines AI suggestions with student reflections to boost clarity and critical thinking.</p>	Q5.RS5

	6. The findings revealed that using QuillBot AI in the writing class considerably improved students' writing skills. It was demonstrated by the results of the students' writing test scores.	Q5.RS6
	7. Emphasize the importance of human judgement and oversight to ensure feedback accuracy and relevance	Q5.RS7
	8. For future activities, maybe it would be better if we had examples of when to use ChatGPT and when to use QuillBot, or make it become one platform so the process is more effective.	Q5.RS8
	9. Maybe you can it become one single platform.	Q5.RS9
	10. Honestly, I think it would be easier if there was a quick explanation or demo before we started the peer review, just so we know how to actually use ChatGPT and QuillBot the right way. Also, it'd be super helpful if both tools were in one place, so we don't have to keep switching tabs. It would save time and make the whole process smoother.	Q5.RS10
	11. More targeted usage, integration become one platform, user training, more specific feature development, evaluation and monitoring	Q5.RS11

	12. I think it would be good to give students a short guide or training on how to use ChatGPT and QuillBot properly for peer review. Sometimes we don't know which tool to use first or how to use them in the right way. It would also help if the tools could be added directly into the peer review platform, so we don't have to copy and paste between different websites. Lastly, maybe teachers can give examples of good feedback using both tools, so we can learn better.	Q5.RS12
	13. Combine become one platforms	Q5.RS13
	14. It would be better if both tools were integrated into a single platform to simplify the peer review process. In addition, there should be a reflection after using the tools so that students do not just accept suggestions, but also learn from the process.	Q5.RS13

**Appendix 4 Thematic Analysis on Students' Perception on Integrating AI Writing Tools into Peer Review Activities to Enhance Writing Quality and Its Impact on Students' Writing Quality**

Theme	Sub-theme	Code
Perceived Benefits of Integrating AI Writing Tools into Peer Review	Clarity and structure of idea	Clearer and constructive expression; helpful suggestion; helps clarify confusing thoughts, structured organization of ideas
	Increased confidence	More confident giving feedback; Articulate ideas confidently
	Efficiency of peer review	Time saving; reducing stress; less worry about grammar; easier and quicker to generate feedback
Impact on Students' Writing Quality	Grammar and Language Accuracy	fix grammar errors; made English more professional; reduced incorrect sentences, mproved sentence clarity
	Vocabulary Enhancement	Better wording and phrasing; more professional and polite word choices; more precise and clear sentence construction
	Coherence and Clarity	Organize writing clearly and logically; Made writing easier to understand; smoother and more structured paragraphs

Perceived Limitations	Contextual mismatch	Too general; off-topic suggestions; Misaligned advice
	Meaning distortion	Changed meaning; lost of intent
Constructive Suggestions	Instructional Support	Usage guidance; Prompt training; Human oversight
	Tool Integration	One-platform use; no tab switching; simplified workflow

## Appendix 5 Validity and Reliability Test

### 1) Validity Test

Questionnaire Item	r	p-value	Result
S1	0.806	0.0001	Valid
S2	0.854	0.0001	Valid
S3	0.691	0.0062	Valid
S4	0.623	0.0173	Valid
S5	0.557	0.0385	Valid
S6	0.621	0.0178	Valid
S7	0.543	0.0448	Valid
S8	0.819	0.0003	Valid
S9	0.630	0.0157	Valid
S10	0.868	0.0001	Valid
S11	0.724	0.0034	Valid
S12	0.613	0.0198	Valid
S13	0.784	0.0009	Valid
S14	0.840	0.0002	Valid
S15	0.783	0.0009	Valid
S16	0.894	0.0001	Valid
S17	0.540	0.0462	Valid
S18	0.624	0.0170	Valid
S19	0.777	0.0011	Valid
S20	0.746	0.0022	Valid

**Note:** If p-value < 0.0500, the item is valid

### 2) Reliability Test

Reference Value	Cronbach's Alpha	Result
0.70	0.95	Reliable

### Appendix 6 Data of Participants

No.	Name	NPM	Semester	Study Program
1	Thalya Marcanda Tarigan	2102050017	8	English Education
2	Cania Henfaridja Alya	2102050013	8	English Education
3	Evi Indiani	2102050009	8	English Education
4	Nadila Natasya	2102050021	8	English Education
5	Nala Putri Deli	2102050024	8	English Education
6	Soechi Kurnia	2102050001	8	English Education
7	Meutia Azzahra	2102050006	8	English Education
8	Heny Ristianty	2102050022	8	English Education
9	Hairunnisa Aulia Putri	2102050002	8	English Education
10	Annida Adhwa Br Samosir	2102050047	8	English Education
11	Nurpadillah Nasution	2102050012	8	English Education
12	Sausan Sabila	2102050020	8	English Education
13	Putri Bayat	2102050025	8	English Education
14	Angellia Bheriani By	2102050040s	8	English Education



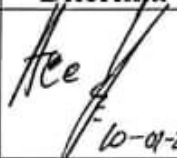


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**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

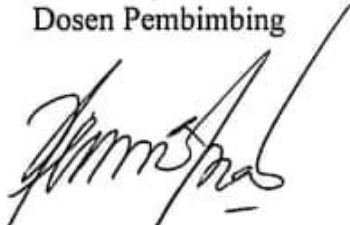
Dengan ini saya:

Nama Mahasiswa : Reni Safira  
NPM : 2102050007  
Prog. Studi : Pendidikan Bahasa Inggris


Judul	Diterima
Intergrating AI Writing Tools into Peer Review Activities to Enhance Writing Quality among EFL Learners	 10-01-2025

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing

  
Yenni Hasnah, S.Pd., M.Hum.

Medan, 10 Februari 2025  
Hormat Pemohon,

  
Reni Safira





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 : Reni Safira  
NPM : 2102050007  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 139 SKS

IPK= 3,81

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Intergrating AI Writing Tools into Peer Review Activities to Enhance Writing Quality among EFL Learners	
	The Influence of Gemini on Developing Speaking Ability in EFL Students	
	Digital Nomadism and English Proficiency: Investigating English Needs of Gen-Z in The Remote Work Era	

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

Medan, 10 Februari 2025  
Hormat Pemohon,



**Reni Safira**

**Keterangan:**

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



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 : Reni Safira  
NPM : 2102050007  
Prog. Studi : Pendidikan Bahasa Inggris

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

**Intergrating AI Writing Tools into Peer Review Activities to Enhance Writing Quality among EFL Learners**

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

**Yenni Hasnah, S.Pd., M.Hum.**



10 February 2025

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 Februari 2025  
Hormat Pemohon,



**Reni Safira**

**Keterangan**

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

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

Nomor : 1156/IL.3-AU//UMSU-02/ F/2025  
Lamp : ---  
Hal : **Pengesahan Proyek Proposal  
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

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

Nama : **Reni Safira**  
N P M : 2102050007  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **Intergrating AI Writing Tools into Peer Review Activities to Enhance Writing Quality Among EFL Learners.**

Pembimbing : **Yenni Hasnah, 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 sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **25 Mei 2026**

Medan, 28 Dzulqaidah 1446 H  
27 Mei 2025 M



**Dra. H. Mansyurnita, M.Pd.**  
**NIDN 0004066701**

Dibuat rangkap 4 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan

**WAJIB MENGIKUTI SEMINAR**















**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Reni Safira  
 NPM : 2102050007  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Integrating AI Writing Tools into Peer Review Activities to Enhance Writing Quality among EFL Learners.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
15-01-2025	Consulting the research title for Proposal	
20-01-2025	Approving the research title for Proposal	
10-02-2025	Introduction : Background of the study	
19-03-2025	Chapter I : Background of the study - Significance of the study	
7-05-2025	Chapter I : Research problems & objective of research Chapter II : Theoretical & Conceptual Framework Chapter III : Research Design & Data Analysis	
9-05-2025	Chapter II : Previous Study Chapter III : Research Design - Data Analysis References	
14-05-2025	Chapter I - III Table of Contents References	
27-05-2025	Free to proposal Seminar	

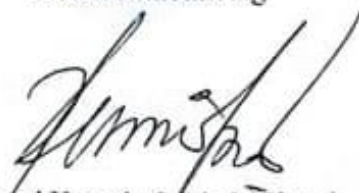
Medan, 27 Mei 2025

Diketahui oleh:  
Ketua Prodi



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

Dosen Pembimbing



(Yenni Hasnah, S.Pd., M.Hum.)



**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Reni Safira  
NPM : 2102050007  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Integrating AI Writing Tools into Peer Review Activities to Enhance Writing Quality among EFL Learners.

Sudah layak diseminarkan.

Disetujui oleh:  
Ketua Program Studi  
Pendidikan Bahasa Inggris



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

Pembimbing



**Yenni Hasnah, S.Pd., M.Hum.**

**UMSU**

Unggul | Cerdas | Terpercaya

### BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 02 Bulan Juni Tahun 2025 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Reni Safira  
N.P.M : 2102050007  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Integrating AI Writing Tools into Peer Review Activities to Enhance Writing Quality among EFL Learners.

No	Masukan dan Saran
Judul	<i>Revise the title</i>
Bab I	✓
Bab II	✓
Bab III	<i>Check the relevant points</i>
Lainnya	<i>check the references</i>
Kesimpulan	<input type="checkbox"/> Disetujui <span style="float: right;"><input type="checkbox"/> Ditolak</span> <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas



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

Dosen Pembimbing



(Yenni Hasnah, S. Pd., M. Hum.)

Panitia Pelaksana

Ketua



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

Sekretaris



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





**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Reni Safira  
NPM : 2102050007  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Integrating AI Writing Tools into Peer Review Activities to Enhance Writing Quality among EFL Learners

Pada hari Senin tanggal 30, bulan Juni tahun 2025 sudah layak menjadi proposal skripsi.

Medan, 02 Juni 2025

Disetujui oleh:

Dosen Pembahas

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

Dosen Pembimbing

(Dr. Yenni Hasnah, S.Pd., M.Hum.)

Diketahui oleh  
Ketua Program Studi,

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



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

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Reni Safira  
NPM : 2102050007  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

**Integrating AI Writing Tools into Peer Review Activities to Enhance Writing Quality  
among EFL Learners**

Menjadi:

**Integrating AI Writing Tools into Peer Review Activities to Enhance Writing  
Quality: Voices from EFL College Students**

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

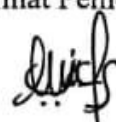
Medan, 10 Juni 2025

Ketua Program Studi  
Pendidikan Bahasa Inggris



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

Hormat Pemohon



**Reni Safira**

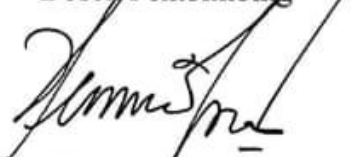
Diketahui Oleh :

Dosen Pembahas



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

Dosen Pembimbing



**Yenni Hasnah, S.Pd., M.Hum.**



# RENI SAFIRA

+62895-2835-0097 | renisafira318@gmail.com | @renisafiraa

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## PROFIL

Fresh graduate from the English Education Department at Universitas Muhammadiyah Sumatera Utara with over three years of teaching experience. Dedicated to fostering students' language skills, critical thinking, and creativity. Ready to contribute as an educator who empowers the next generation for a brighter.

## EDUCATION

**Universitas Muhammadiyah Sumatera Utara | 2025**

Study Program: English Education

## EXPERIENCE

### Community Service

Tiga Binanga District, Karo Regency | 2018

- Teach Islamic values to children in the community
- Help teaching and learning activities in the surrounding school

### Teaching

Private Lesson | 2021 - 2025

- Experienced in providing private lessons for students, focusing on improving communication skills and academic achievement.
- Delivered one-on-one English tutoring tailored to individual learning needs, helping learners build confidence and fluency.

## SKILLS

### Hard Skills

- Lesson Planning
- Classroom Management
- Educational Technology (Google Classroom, Zoom, MS Teams, Kahoot, Quizizz, etc.)
- English Language Teaching (ELT)

### Soft Skills

- Communication Skill
- Teamwork & Collaboration
- Time Management
- Critical Thinking