

**EXPLORING EFL STUDENTS' PERSPECTIVE ON ARTIFICIAL
INTELLIGENCE IN SUPPORTING WRITING PROCESS**

SKRIPSI

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

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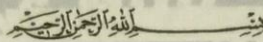


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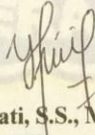
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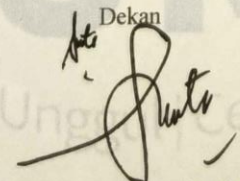
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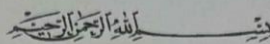

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**Exploring EFL Students' Perspective On Artificial Intelligence in Supporting Writing Process**" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

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Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, Oktober 2024
Hormat saya
Yang membuat pernyataan,



Rizqie Kamadhan Sihombing

ABSTRACT

Rizqie Ramadhan Sihombing. 2002050026. Exploring EFL Students' Perspective on Artificial Intelligence in Supporting Writing Process. Skripsi. English Department of Faculty of Teacher Training and Education, Universitas of Muhammadiyah North Sumatera. Medan. 2024

This study was aimed to explore learners' perspective of using artificial intelligence. The respondents of this study were 15 learners who had completed the academic writing course. The technique of collecting data used was a semi-structured interview method to EFL learners who had experience using AI technology to help their writing assignments. The research design used in this study was qualitative. The results revealed that all of students using AI in helping their writing assignment. The findings showed that the artificial intelligence variation used by the learners were ChatGPT, Grammarly, DeepLWriting, Quillbot, Bing Translator, Gemini and POE to help them doing their writing assignments. However, the EFL students still found the result of writing was inaccurate, so they cross-referenced them manually and sometimes used other AI tools to refine the writing. The results utilization of Artificial Intelligence in supporting of their writing assignment indicated students' positive perspective of utilizing Artificial Intelligence in composing their writing assignments influences the efficacy of their written work.

Keyword: *Artificial Intelligence, Writing, EFL, and Perspective*

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Finally, the research in this study will be useful and beneficial for the academic field. The research lookforward to receiving positive criticism and suggestions for the improvement of this research in the future.

Medan, October 2024

The Research

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CHAPTER I

INTRODUCTION

A. Background of the Study

The advent of the industrial era forced all individuals to adapt to the rapid pace of change. Globalization and the industrial era 4.0 created a new era of creativity, opportunities, and challenges, particularly in the realm of technology. Therefore, technology played a very important role in conveying information in the form of text, images, and sound (Fitria, (2021)). Technological advances helped facilitate work and human activities. The technology currently being intensively developed was known as Artificial Intelligence. A Research indicated a promising future for AI in ELT for optimizing the English language skills, translation, writing, assessment, recognition, attitude, and satisfaction (Iftanti et al., (2023)). The most popular product of AI, ChatGPT, proved to be able to produce convincing and coherent writing for questions by predicting the next plausible word in a word sequence, but often the answers were less (Iftanti et al., (2023)). One area where AI has made significant progress is machine writing, which has led to the development of AI-powered writing tools. It used complex algorithms and machine learning models to analyze and write texts instantly, offering language learners a convenient and accessible way to write text.

The integration of AI in writing tasks offered a number of potential benefits for EFL students. Firstly, AI writing tools provided students with immediate assistance, enabling them to comprehend the meaning of unfamiliar words, phrases, or texts in real-time. The provision of immediate feedback could enhance students'

comprehension and facilitate their engagement with English texts. Artificial intelligence became a fundamental element of technological development, and it significantly contributed to advancements in the field of education and learning. A considerable number of artificial intelligence (AI)-based systems were frequently utilized in educational settings (Pratama et al., (2024). Artificial intelligence emerged as a sophisticated tool that could provide learners with a unique experience in the field of English language learning (Pratama et al., (2024). It was stated that the effectiveness of AI in English language teaching played an important role in opening new opportunities in language education.

The ability to write was one of the most challenging aspects of English language proficiency, particularly in an EFL context (Ginting et al. (2023). It was because by the fact that procedural processes and complicated parts must be used to generate a quality piece of writing. In addition, writing was one of the most challenging skills for students to master, despite the common perception that writing skills were not essential for students (Ginting et al. (2023). The complexity of writing required students to have a strong command of grammar, vocabulary, and organizational skills, which were often difficult to develop without extensive practice and feedback. Moreover, writing proficiency demanded a high level of cognitive engagement and critical thinking, further contributing to its difficulty for EFL students.

In English as a EFL students, the use of writing tools driven by artificial intelligence is growing quickly. Some of these tools are writing aids, grammar checkers, and computer programs that can produce written pieces like essays

without assistance from a human. They are efficient and simple to use, saving teachers and students time and effort (Marzuki et al., (2023). Furthermore, EFL students with limited English proficiency have been the target audience for AI writing tools. Students can improve their writing skills more quickly by using these tools, which provide them with instant feedback and assistance.

Writing represents one of the expressive language skills, and it can be consider a veritable index of language competence and performance (Olowoyeye et al., (2022). Scholars and researchers have conduct extensive research on the impact of writing on EFL student language acquisition. The art of effective teaching is multifaceted, encompassing a range of approaches and strategies. The process of writing is an inherently complex activity that requires the coordinate use of numerous cognitive processes (Olowoyeye et al., (2022). Many learners encounter difficulties with written expression, and many educators grapple with effective pedagogical methods to foster talent development.

The area of academic writing and research became increasingly reliant on a range of AI tools. For enhancing the quality of written work, Grammarly and OpenAI's ChatGPT were of particular significance, offering AI-driven grammar checks, plagiarism detection, and text generation capabilities, which were crucial for crafting clear and original academic content. Artificial intelligence tools such as ChatGPT had the potential to alter the way students approached their academic fields, as evidenced by the literature on AI technology's ability to assist and enhance learning (Shidiq, (2023). The design of academic writing courses has been refined over centuries to equip students with the requisite skills and knowledge to excel in

a variety of educational programs. Researchers developed these educational programs with the specific aim of assisting learners in developing and enhancing their writing proficiency in core concepts (Aljuaid, (2024).

Based on the experiences of researchers in the English language education program at UMSU (Universitas Muhammadiyah Sumatera Utara), researchers found that most students used AI since they relied too heavily on the tool and needed help communicating effectively when they could not rely on it. In an academic or professional setting, EFL students may have been asked to write text within a limited time period, which could increase pressure and affect the quality of their writing. The need to work quickly could result in errors, inaccuracies, or a lack of attention to detail. Therefore, this study explored whether AI improved writing quality based on the perspectives of EFL students. By examining their attitudes, beliefs, and experiences, we could gain insight into the benefits, drawbacks, and considerations of using AI-powered Writing tools. This study contributed to the ongoing discussions on the role of AI in language education and writing, providing valuable insights for educators, developers, and policymakers seeking to optimize AI technologies to support EFL students in their writing tasks and language learning.

B. Identification of the Problem

Based on the background above, the identification of the problem as follows:

1. Learners were unaware of the using AI to write effectively.
2. There were some errors made by the learners in paraphrasing a sentence in their writing assignments.

3. Manual writing was time-consuming and difficult for learners to comprehend and identify relevant words.

C. Scope of the Study

This study limited and focused on writing. This study was conducted at Universitas Muhammadiyah Sumatera Utara with English education learners. The limitation of this study was the perspective of EFL students who have already completed the academic writing course.

D. Formulation of the Problem

Based on the problems in the background of the study, the research problems were formulated as follows:

1. What were EFL students perspectives on using Artificial Intelligence in writing ?
2. How was Artificial Intelligence supporting writing process for EFL students ?

E. The Objectives of the Study

Based on the problems in the background of the study, the researcher formulated the problems as follows:

1. To explore EFL students perspective on the using of artificial intelligence
2. To investigate the role of artificial intelligence in supporting writing process.

F. The Significance of the Study

1. Theoretically

The study can contribute to the advancement of writing studies by examining the impact of AI technologies on writing quality from the perspective of EFL students. This study can provide new insights into the theories and concepts related to writing.

2. Practically

a. Students

This study hopefully can enrich students' insights on using artificial intelligence in learning foreign language writing.

b. Educator

By understanding how EFL students perceive AI-based writing tools and their impact on writing process, educators can design instructional strategies and materials that effectively use AI and address students' specific needs and concerns.

c. Other researchers

This study can be a reference for other researchers trying to explore further the impact of AI on writing process for English students.

CHAPTER II

LITERATURE REVIEW

This chapter discussed some related theories to support this study. The theories used for the underlying requirement to solve the problems.

A. Theoretical Framework

This part presents the theoretical framework by some researchers. Many studies have been performed by the research related to exploring EFL students' perspectives on Artificial Intelligence in supporting the writing process. The previous related research findings were discussed as follows :

1. Artificial Intelligence

The term "Artificial Intelligence" originated from the English language, referring to machines or programs that could think and work as humans do. Artificial intelligence was a pillar of the Industrial Revolution 4.0, providing benefits including greater time efficiency and reduced human error compared to traditional methods (Iftanti et al., (2023). Artificial Intelligence is the development of "intelligent" devices that operate and respond in a manner similar to the human brain. This includes computer systems (online platforms) and automated machines (robots) (Fitria, (2021). This refers to the ability of computers or controlled robots to perform tasks that typically require human intelligence. This includes things like reasoning, learning, problem-solving, and decision-making.

Artificial intelligence was a scientific discipline related to the creation of machine intelligence with the capability of performing tasks previously only carried out by humans. Artificial Intelligence was based on various disciplines, such as Computer Science, Biology, Psychology, Linguistics, Mathematics, and Engineering, etc. Artificial intelligence research primarily concerns the development of computer functions that exhibit characteristics of human intelligence, including reasoning, learning, and problem solving (Lutfiati Rohmah et al., (2022)). Artificial intelligence should facilitate the advancement of humanity and the planet by fostering inclusive growth, sustainable development, and overall well-being (Lutfiati Rohmah et al., (2022)). According to Winston and Prendergast (1984) in (T.Sutojo,, (2011:3), artificial intelligence aims are:

- a) To make machines more intelligent (primary goal)
- b) To define intelligence (scientific goal)
- c) To make machines more useful (entrepreneurial goal).

2. Artificial Intelligence in Writing

Artificial intelligence emerged as a transformative force in the digital era, exerting influence not only on businesses but also on academic research. The term "contribution" had historically been the primary focus of academic reviews (Rezende et al., (2023)). In light of the growing relevance of Artificial Intelligence, editorials were now turning their attention to the incorporation of this technology into research projects. Trust was a factor in the acceptance and

utilization of new technologies, including AI, in educational settings. It reflected the extent to which academic professionals believed in the dependability, credibility, and efficacy of AI tools for teaching (Osman et al., (2023).

In general, the process of writing a word or sentence manually was achieved through the use of a dictionary or Google Translate. Artificial intelligence and technology have emerged as valuable instruments for improving students' English writing skills. It allows for the integration of new tools, such as digital writing assistants. Digital writing assistants are AI-powered tools that increase writing assignments' quality and efficiency (Andina et al., 2022). However, with the future of technology, searching the word or sentence in a foreign language could be done automatically without being time-consuming. The act of writing an article was, to a significant extent, a creative that incorporated theoretical, methodological, compositional, phenomenological, and framing aspects. Artificial intelligence had the potential to be integrated into all these different aspects in a variety of ways, playing a crucial role in innovation research (Rezende et al., (2023).

The utilization of Artificial Intelligence as a research instrument in academic innovation was becoming more prevalent, though the actual integration of the technology into the field of research was in its nascent stages (Rezende et al., (2023). The discrepancy between the study of AI and its practical use in academic research highlights a need for greater integration of AI into innovative research methods. This integration would enable the

accelerated discovery and optimization of processes, which is one of the potential benefits of AI.

The potential for artificial intelligence to revolutionize scientific writing and research was immense. AI chatbots, such as ChatGPT, had the capacity to assist researchers and scientists in organizing their work and enhancing the quality of their writing. This represented one of the most promising applications of AI in scientific writing (Abd-Elsalam et al., (2023)). The application of Artificial Intelligence to certain procedures had the potential to enhance the quality of scientific writing. Artificial Intelligence could be employed, for instance, to proofread and edit scientific publications, ensuring their accuracy to the requisite style conventions. This could have resulted in a reduction in the time and effort required by researchers, thereby allowing them to focus on other aspects of their writing.

3. Writing in EFL Context

There were so many different definitions of writing, however basically they had the same element: to express ideas, opinions, experiences, or information in the form of written language. Writing was a process of communication that used a conventional system to convey the meaning to the receiver (Lindeman (1982) in (Dirgeyasa, (2017)). The expression of ideas, thoughts in the form of written form communication was the goal of writing. In a slight difference, remarks that composition meant an act of composing, especially arranging of words to form sentences, paragraphs, verses, and etc (Webster (1996) in (Dirgeyasa, (2017)).

The ability to communicate effectively through writing was an essential skill in many contexts. It was particularly important in indirect communication, which involved conveying messages and information to others. This skill was highly valuable in both academic and non-academic settings (Helaluddin et al., (2020:1). Writing is the activity of expressing ideas through language media (Nurgiyantoro (2001: 298) in (Rabiatul et al., (2022:1). Writing is the visual representation of thoughts, feelings, and ideas using written language for communication or conveying specific messages Waluyo (2000: 23) in (Rabiatul et al., (2022:1).

It is essential to possess the requisite writing skills in order to full fill the roles of university student, teacher, researcher and freelance writer. The ability of one's writing is of paramount importance in such roles as it serves to assess one's expertise. The focus tends to be on the quality of one's writing rather than on the content of what is written (Gautam, (2019). The majority of educational systems worldwide consider advanced writing skills to be a fundamental aspect of formal education, regardless of the level, discipline, or mode of learning (Gautam, (2019).

Academic writing was a form of writing used by students, instructors, and researchers. It differed from regular writing in that it followed certain characteristics and a particular format. The language employed in academic writing had to be precise and clear, so that the reader could understand it without any bias or ambiguity in the meaning (Michelle et al., (2024). Academic writing is a distinct form of writing that adheres to specific conventions. It should be

written in a clear and well-structure manner, employing a formal style. It is primarily utilize in academic settings, such as universities (Jezhny et al., (2021).

Academic writing is a formal style of writing employed by university students, instructors, and researchers. It differs from everyday writing in that it features certain characteristics, a specific format, the use of more academic vocabulary, and complex sentences. Additionally, the argument is logically developed with the audience in mind (Aldabbus et al., (2022). Academic writing is a common method of assessing students at the university level. Students are expected to complete different written assignments and conduct research. However, many students find it challenging to acquire the skills necessary to succeed in this area (Aldabbus et al., (2022).

4. Feature of good Writing

Good writing is a piece of writing that effectively, efficiently, and engagingly conveys a message to the reader. The characteristics of good writing encompass content, structure, and style. Writing is a recursive activity involving the production of written material. It requires the application of a broad range of knowledge, including the capacity to produce intelligible text. Knowledge about writing is a crucial source in the writing process and product. It is stored in long-term memory and employed by writers during the writing process (Rofiqoh et al., 2022). The content of the writing must be relevant, accurate, and in-depth, and able to answer the question of "what" the writer wants to convey. A well-structured piece of writing will make it easy for the reader to

follow the writer's thought process, so that the message conveyed can be absorbed well.

Writing plays a very important role in various aspects of life. In the academic world, good writing is an absolute requirement for producing quality research papers. It is usually circulated within the academic world. However, the academic writer may also find an audience outside the educational disciplines, such as journalism, speeches, etc. Typically, scholarly writing is objective, clearly states the importance of the topic, and is prepared in sufficient detail so that other scholars can attempt to replicate the results (Ahmed, 2022). In addition, good writing can also be used as a means to convey ideas, opinions, or information to a wider audience. Thus, good writing can be a powerful tool to influence the thoughts of others.

Writing has long been the main goal in communication in the increasingly advanced digital era, where artificial intelligence is becoming more integrated into various aspects of life, the features that define good writing are also evolving. The utilization of artificial intelligence and technology has promise in assisting students in the realm of English academic writing (Artiana et al., 2024). Artificial Intelligence has developed algorithms that can analyze sentence structure, word usage, and paragraph relationships to identify confusing or incoherent parts. This allows writers to improve their writing more efficiently and produce text that is easily understood by readers.

B. Previous Relevant Study

The research should have carefully reviewed prior studies. It was important for researchers to consider the previous research conducted in the field when undertaking an in-depth examination of the pertinent subject matter. By conducting a thorough literature review, we could identify knowledge deficits that required further exploration and establish a robust theoretical foundation for ongoing research. The study was conducted with some relation to previous research findings, including :

The Research Inong, (2023), in her thesis titled *“Exploring Efl Learners' Perspective On Artificial Intelligence In Boosting Translation Quality”* This study was aimed to determine learners' perspective of the using of artificial intelligence. The population of this study was 20 learners in the 6th semester of English education. The sampling technique uses a semi-structured interview method with EFL (English as Foreign Language) learners who have experience using AI technology for translation assignments. The research design used in this study was qualitative. The results showed that most EFL learners use Google Translate, while others use U-Dictionary, DeepL Translate, and Line Translate to help them do their assignments. However, the EFL still found the result of translations is inaccurate, so they cross-referenced them manually and sometimes used other AI tools to refine the translations.

The Research Lee et al., (2024), in their journal titled *“University students perceptions of artificial intelligence-based tools for English writing*

courses” This research explores the perceptions of Korean university students regarding artificial intelligence (AI)-based writing tools that include tools guided by machine learning, such as Google Translate and Naver Papago, and generative AI tools, such as Grammarly. A mixed methodology was used, including both quantitative and qualitative data. Among students who have taken English writing courses, 80 Korean university students volunteered for the online survey. After the survey, the research team recruited interview participants, and five volunteered participants joined the focus group interview. The study results indicate that these AI-based writing tools could improve English language learners (ELLs) writing skills. ELLs also noted the strengths and weaknesses of each AI-based tool, including the accessibility of translation machine learning and the error-checking capabilities of generative AI. However, interview data analysis indicates that the excessive use of AI-based writing tools could interfere with ELLs’ English writing process. This study highlights the need to effectively integrate AI-based tools in English language teaching for adult ELLs worldwide.

The Research Selim (2024) in his journal titled “ *The Transformative Impact of AI-Powered Tools on Academic Writing: Perspectives of EFL University Students* “ The study investigates how AI transforms university-level EFL students’ academic writing skills, aiming to revolutionize their approach to written language for academic success despite language barriers. Using a mixed-methods approach, this study investigates the perspectives of fifty first-year female students at Al-Baha University, Saudi Arabia, during

the 2023–2024 academic year, employing both qualitative and quantitative data analysis. Using a 5-point Likert-type questionnaire and Zoom interviews, the study clarifies EFL students' perceptions of AI writing tools. Results from the questionnaire highlight the active usage of tools such as Grammarly and GPT-3 among students. Students favor the integration AI tools into coursework, although the level of support from instructors varies. EFL students see the positive impact on writing quality but remain unsure about confidence improvement. Interviews reveal diverse tool usage, with Grammarly and ChatGPT notably favored for their adaptability and cost-free nature. The study supports integrating AI writing tools into EFL university education, emphasizing benefits such as enhanced writing quality, time efficiency, and bolstered academic integrity. The paper highlights AI's significant impact on EFL university students' writing skills in today's digitally reliant world where English holds key communication importance. It underscores AI-powered tools as valuable complements to conventional writing skills, emphasizing equitable access, guidance, and collaboration between AI and educators. The study suggests strategies for creating dynamic, tech-driven learning settings that empower EFL students in their writing tasks and academic endeavors.

The next research was conducted by Mali (2022) in his journal entitled “*The Exploration Of University Students' Perceptions Of Using Technology In Academic Writing Classrooms* “. This study explores university students' perceptions of the usefulness of technology, the frequency of using

technology, a technology tool that the students like the most, and perceptions if the technology they like the most helps them meet the characteristics of good writing. To meet the research goals, sixty-seven undergraduate students of a private university in Indonesia were asked to respond to a close-ended online questionnaire that surveyed their perceptions of using technology in their academic writing classroom. The findings indicate that an online dictionary, Google search engine, and Google translate are the technology that the students frequently use and consider useful to enhance their writing. Further, an online grammar checker is found to be a technology tool that the students like the most, and they feel that the tool can help them meet the characteristics of good writing. Recommendations for teaching practices using the technology and directions for further research are discussed.

Although there have been several previous studies in this field, this relevant research introduces a new perspective and innovative approach. Through a deep focus on specific aspects that have not been fully explored before, this study aims to fill existing knowledge gaps and make a meaningful contribution to our understanding of this topic. Considering the context of Artificial intelligence and changes in the perspective of Artificial Intelligence on English as a Foreign Language (EFL) students in supporting writing process, this research seeks to provide relevant and applicable insights to address current challenges.

C. Conceptual Framework

In developing this conceptual framework, establish a solid theoretical foundation to understand the complex dynamics within the context of our research.

This conceptual framework aims to provide clear guidance in analyzing the relationships between the variables we study and in gaining a deeper understanding of the observed phenomena. The conceptual framework of this study will be designed as the following Diagram :



Figure 2.1 Diagram of Conceptual Framework

This study is driven by the growing use of AI and advanced technology in various industries, including writing. The objective of this study is to explore EFL students' perspectives regarding the use of artificial intelligence and advanced technology in writing assignments. This includes investigating their attitudes toward the technology and the perceived usefulness and ease of using AI and advanced technology to improve the quality of their writing. It is important to understand the perspectives of English students toward this technology because they are users of writing services. This study aims to contribute to the existing

literature on AI and advanced technologies while illuminating EFL students' perspectives and experiences of using artificial intelligence.

CHAPTER III

METHOD OF RESEARCH

This part deals with description of research design, research subjects, research instruments, data collection procedure, and data analysis technique.

A. Research Design

This study employed a qualitative research design to investigate how advanced Artificial Intelligence technologies improved writing quality from the perspective of EFL students. In qualitative research, a purpose statement delineated the objective of exploring or understanding the central phenomenon with specific individuals in a specific research setting (Creswell, (2012:131). Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from individuals and observable behaviors (Hasnunidah, (2017:11).

From the previous explanation, it could be concluded that the research conducted in this report utilized a qualitative descriptive approach. This research design was appropriate because qualitative research focused on in-depth exploration and understanding of individuals' experiences, perspectives, and behaviors, providing rich and detailed insights into a particular phenomenon.

B. Location of the Study

The research was conducted at Universitas Muhammadiyah Sumatera Utara on Jl. Kapten Muchtar Basri No. 3 in the Faculty of Teacher Education building. This location is optimal for a number of reasons. The university emphasizes educational research and teacher training, providing a rich academic environment

and access to valuable resources and expertise. The Faculty of Teacher Education offers comprehensive infrastructure, including well-equipped classrooms, libraries, and research facilities that are essential for conducting thorough and effective research.

C. Sources of Data

This study involved students majoring in English Education in the Faculty of Teacher Training and Education at Universitas Muhammadiyah Sumatera Utara. The participants of this study were 15 individuals who were interviewed. The project was scheduled to run from June 2024 until the completion of the process. The study utilized a semi-structured interview method with EFL students who have experience using AI technology for writing assignments. Then, EFL students were interviewed directly to capture their perspectives, experiences, and insights regarding the impact and role of AI technology on the writing process.

D. Research Instrument

The procedure for collecting qualitative data involved gathering extensive, detailed information about the subject under study. The process of collecting data involved the identification and selection of individuals to participate in a study, the acquisition of their consent to be included in the study, and the gathering of data by means of questionnaires or observation (Creswell, (2012:9). This methodology frequently employed an interview approach, thereby enabling researchers to gain a deeper understanding of the nuances and broader context underlying the data collect.

Data collection referred to the systematic gathering of information through the utilization of interviews in order to obtain statements and pose questions. This process involved the use of research instruments specifically designed to collect data effectively. The research instruments used in this study were discussed below, providing detailed information on the methods employed, including research design, questionnaires given to respondents and the interview protocol followed. In data collection, the accuracy and reliability of research instruments are crucial to ensure that the obtained data is valid and dependable. The research instruments used in this study were interview.

Interview

In this study, in-depth interviews were conducted to gain a deeper understanding of students' perceptions of artificial intelligence in assisting the writing process. Fifteen participants who had completed an academic writing course were interviewed. The questions asked were designed to explore the role of artificial intelligence in aiding writing. Through these interviews, the researcher was able to gather rich data on subjective information such as the feelings, thoughts, and experiences of the informants regarding EFL students' experiences with using AI. The interview data was then thematically analyzed to identify emerging patterns and themes.

In order to gain a deeper understanding of EFL students experiences with AI-power writing tools, the researcher employs semi-structure interviews. The researcher use mobile phones as a data-recording tool during the interviews. Additionally, note-taking techniques were utilize to obtain supplementary

information during the interviews. The researcher in this research make 5 question to navigated the participant :

1. Does using Artificial Intelligence make your writing process more effective ?
2. Why do you use Artificial Intelligence to help writing process ?
3. Do you use specific AI in completing your writing process ?
4. How do you use artificial intelligence in your writing process ?
5. Is Artificial Intelligence challenging, and are you worried about using online applications ?
6. Are you motivated finish your write after using AI ?

The researcher conducted semi-structure interviews with EFL students to gain valuable insights into their perspectives on the impact of AI technologies on writing quality. By exploring their experiences, perceptions, and strategies, the interviews provide a comprehensive understanding of how AI is perceive and utilize in writing.

E. Technique of Data Analysis

After obtaining the data in this research, the next step was to process the gathered data by analysing it, describing the data, and drawing conclusions on sentence and paragraph structure. In this study, data analysis was conducted using qualitative interviews, as the obtained data consisted of statements.

The data obtain from interviews was analysed using Miles & Huberman, (2014) theoretical framework, which outlines a three-stage process for data

analysis. These stages included data condensation, display, and conclusion drawing/verification. Based on these steps, the data analysis in this study can be written in detail as follows:

1. Data Condensation

Data condensation was a very useful tool for qualitative researchers who wanted to systematically analysis interview data. By using this technique, researchers could uncover hidden meanings in the data and build a more comprehensive understanding of the phenomenon under study. Data condensation referred to the process of selecting, simplifying, abstracting, and transforming data that closely represented the entirety of field notes in written form, interview transcripts, documents, and other empirical materials.

In the data condensation phase of the Miles and Huberman model, the researcher conducted a series of activities to simplify and organize the raw data that had been collected. This process involved selecting relevant data, reducing the data into a more concise form, and coding the data to categorize it based on specific themes or categories. The researcher also wrote memos to reflect on initial findings and guide further analysis. The primary objective of data condensation was to reduce data volume, enhance data quality, facilitate subsequent analysis, and develop a theory based on the patterns emerging from the data.

2. Data Display

Data display was a very useful tool in qualitative data analysis, especially in interview research. By using this technique, researchers could organize, interpret, and present data more effectively, resulting in richer and more meaningful research findings. Data display was an organization, a consolidation of information that enabled conclusions and actions. Data presentation helped in understanding what was happening and in taking action, including deeper analysis or taking action based on understanding.

In the data display phase of the Miles and Huberman model, the researcher transformed the condensed data into a more comprehensible and interpretable narrative form. This process involved selecting the most suitable presentation format, such as tables and narratives. The researcher also organized the data based on previously identified themes or categories. The primary objective of data display was to present the research findings clearly, concisely, and engagingly, facilitating the identification of patterns, relationships, and conclusions that could be drawn from the data.

3. Conclusion Drawing/verification

The conclusion drawing/verification stage was a very important stage in qualitative research, especially interview research. By doing this stage, researchers could produce findings that were meaningful, valid, and relevant to the research question. Drawing conclusions and verification are essential in qualitative analysis from the beginning of data collection.

In the conclusion drawing/verification phase of the Miles and Huberman model, the researcher conducted an in-depth interpretation of the patterns, themes, and relationships that emerged from the data after it had been condensed and displayed. This process involved cross-checking the collected data to ensure the validity and reliability of the findings. The primary objective of this stage was to develop a comprehensive understanding of the phenomenon under investigation and to formulate conclusions supported by empirical evidence.

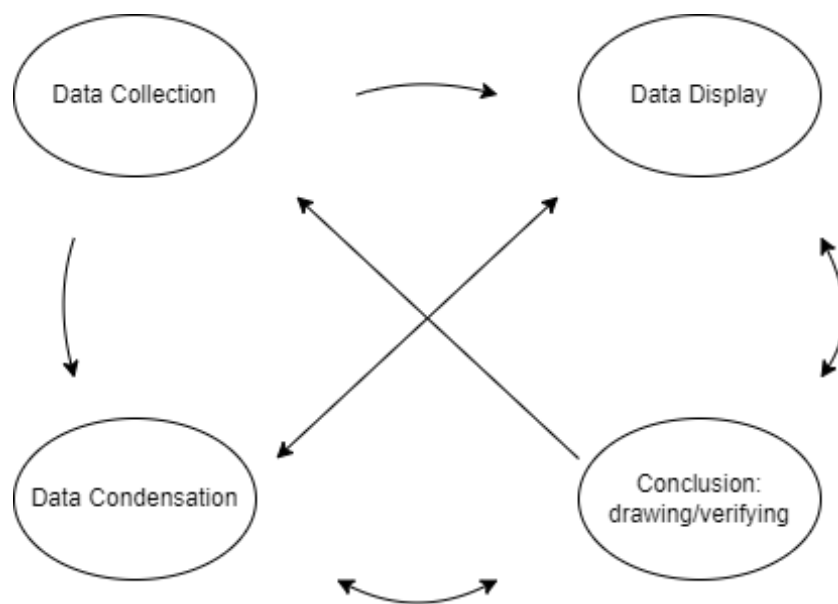


Figure 3.1 Qualitative data analysis by Miles and Huberman (2014).

CHAPTER IV

FINDINGS AND DISCUSSION

According to research explained in Chapter 3, this study used qualitative methods, and the participants in this research were learners at Universitas Muhammadiyah Sumatera Utara who had completed the Academic Writing course by using a semi-structured interview method. There were 15 students who were interviewed.

A. Research Findings

The objectives of the research were to find out the EFL students perspectives on Artificial Intelligence to support their writing process and to find out the role of Artificial Intelligence in the writing process. The results of this objective were presented in the research findings below :

1. Experience using Artificial Intelligence in writing process

The advent of artificial intelligence (AI) as a writing tool transformed the way students interacted with foreign languages. By enabling instantaneous writing from the source to the target text, AI writing tools provided a dynamic and unique experience that allowed students to overcome writing challenges and engage with a wider range of content. In this study, the researcher investigated student experiences with AI-based writing tools. The results of the interviews revealed that nearly all students utilized AI-based writing tools to assist them in completing their assignments.

The statement from respondent W “*Yes, I often use AI as a tool in the writing process, especially in using AI to speed up brainstorming ideas and drafting initial drafts.*” This statement is also supported from respondent MI “*I use AI as a support in research and information gathering while writing. This technology helps me quickly obtain references and save time.*”

The responses from both respondents highlighted the practical applications of AI in the writing process. The first respondent W emphasized AI's ability to accelerate idea generation and draft creation, while the second respondent MI underscored its value in efficient research and information gathering. These statements collectively demonstrated how AI could significantly streamline the writing process, allowing writers to focus on more creative and in-depth aspects of their work.

From the responses received, the integration of artificial intelligence (AI) into the writing process offered a transformative approach to idea generation, drafting, and revision, significantly enhancing both productivity and creativity. AI-powered tools could assist writers in brainstorming by suggesting diverse concepts, structures, and even stylistic improvements tailored to the intended audience or purpose.

The statement from respondent RH “*I use AI as a tool for proofreading and grammar checking. AI is very helpful in ensuring that my writing is free from minor errors.*” This statement is also supported from respondent CPS “*I see AI*

as a partner that can help develop initial ideas or provide more precise alternative words and phrases.”

The statements from respondents RH and CPS underscored the practical applications of AI in enhancing the quality and precision of writing. RH highlighted AI's effectiveness in proofreading and grammar checking, ensuring error-free content. CPS further emphasized AI's role as a collaborative partner in idea development and lexical refinement. Together, these insights demonstrated how AI could serve as a valuable tool for writers seeking to improve the clarity, coherence, and overall quality of their work.

The respondents' experiences using artificial intelligence in the writing process varied, but they all found AI to have been a valuable tool in enhancing their productivity and efficiency. Respondent W and MI utilized AI to accelerate brainstorming and gather information, respectively. Meanwhile, RH and CPS relied on AI for proofreading and grammar checking, as well as generating alternative word choices. Collectively, these statements highlight AI's potential to have streamlined various stages of the writing process, from ideation to final editing.

2. Role of Artificial Intelligence in writing process

The findings of the conducted research indicated that the majority of students perceived AI to be a valuable tool in enhancing the quality of their writing. They perceived AI to facilitate their work, assist in comprehending sentences, enhance vocabulary, facilitate comprehension of complex language,

improve language and grammar structure, and ensure accuracy in writing processes.

The statement from respondent YF *“Artificial Intelligence plays a supportive role in my writing process, especially for generating ideas and organizing content.”* This statement is also supported from respondent RA *“AI is a valuable assistant in terms of enhancing productivity. It helps with repetitive tasks like summarizing large amounts of data or suggesting relevant phrases.”*

The statements from respondents YF and RA highlighted the significant role of artificial intelligence (AI) in modern writing processes. YF emphasized AI's ability to stimulate creative thinking and structure content effectively, while RA underscored its efficiency in streamlining repetitive tasks. Together, these insights suggested that AI was a valuable tool for writers seeking to enhance productivity and improve the quality of their work.

From the respondents received, Artificial Intelligence (AI) played an increasingly pivotal role in the writing process, enhancing both the efficiency and quality of written output. AI-powered tools assisted in various stages of writing, from brainstorming and content generation to grammar checking and stylistic refinement. These systems could analysis vast amounts of data to provide insightful suggestions on structure, tone, and coherence, while also identifying errors and offering corrections.

The statement from respondent SAR *“I use AI to speed up research and fact-checking when writing. It helps me access relevant information quickly, allowing me to focus more on the creative and analytical aspects of the content.”* This statement is also supported from respondent WSJ *“In my writing process, AI helps me generate multiple perspectives or word choices, which can be useful in enhancing the clarity and precision of my content.”*

The responses from SAR and WSJ highlighted the practical applications of AI in enhancing the efficiency and quality of writing. SAR emphasized AI's ability to expedite research and fact-checking, allowing writers to allocate more time to creative and analytical. WSJ further underscored AI's value in generating diverse perspectives and word choices, contributing to the clarity and precision of the content. These statements collectively demonstrated how AI could serve as a valuable tool for writers seeking to improve the efficiency and effectiveness of their writing process.

Although Artificial Intelligence plays an important role for almost all students, there are respondent among students who are still uncertain about AI in supporting writing process. Here are some responses from interviewed students.

The statement from respondent S *“Personally, I prefer not to rely on AI in my writing process. While I understand its potential for improving efficiency, I believe that it can sometimes limit creativity and lead to overly generic content.”*

I prefer to trust my own instincts and skills to produce unique and authentic work, even if it takes more time.”

The statement from respondent S reflected a nuanced perspective on the role of AI in writing. While acknowledging AI's potential benefits in terms of efficiency, S expressed concerns about its potential to stifle creativity and produce generic content. This response highlighted the importance of personal judgment and individual writing styles in producing unique and authentic work, even if it required more time and effort.

The respondents expressed differing views on the role of artificial intelligence in the writing process. YF, RA, and SAR found AI to have been a valuable tool for generating ideas, organizing content, and accelerating research. WSJ appreciated AI's ability to provide multiple perspectives and word choices. However, respondent S expressed a preference for relying on their own instincts and skills, believing that AI could sometimes hinder creativity. These statements collectively highlight the diverse ways in which AI can be utilized in the writing process, while also acknowledging the importance of human judgment and creativity.

3. Effective Artificial Intelligence Features in supporting writing process

Effective AI features played a crucial role in supporting the writing process by enhancing both creativity and efficiency. Tools like grammar and spell checkers ensured error-free content, while real-time feedback helped improve tone, clarity, and engagement. AI also assisted with content structuring by

suggesting logical outlines, and it fostered creativity through idea generation, helping writers overcome blocks. These features streamlined the writing process, making it both faster and more polished. Based on the interview results, there were various features that could support the writing process based on the students' perspective.

The statement from respondent YF *“Grammarly AI tools that analyse readability are particularly useful for ensuring that my content is accessible to a wide audience. By providing feedback on sentence complexity and structure, these tools help me adjust my writing to suit the intended readers without sacrificing clarity.”* This statement is also supported from respondent RH *“Yes, QuillBot always help complete my writing process. This tool is very useful for paraphrasing, refining sentences, and ensuring correct grammar. With QuillBot's assistance, my writing becomes smoother and easier to understand while reducing small mistakes that might otherwise be missed.”*

The statements from respondents YF and RH highlighted the practical applications of AI in enhancing the accessibility and clarity of written content. YF emphasized the value of Grammarly tools in ensuring that content was understandable to a diverse audience, while RH underscored the benefits of Quillbot was paraphrasing and sentence refinement tools in improving the overall readability and reducing errors. Together, these insights demonstrated how Grammarly and Quillbot could serve as a valuable asset for writers seeking to produce clear, concise, and accessible content.

From the responses received, the answer concluded that the AI features that were most helpful in supporting the writing process were context-aware features, which could significantly contribute to accuracy and make it more suitable for producing vocabulary, grammar, and sentences in writing. Some students believed that writing tools or lenses with these features were effective because they allowed for quick writing.

The statement from respondent CPS *“DeepLWriting offers effective tools like grammar and spell checkers, which are essential for polishing content and ensuring accuracy. This allows me to focus more on developing ideas and less on technical details, significantly improving the efficiency of my writing process.”* This statement is also supported from respondent NA *“I often use DeepLWriting to streamline the editing process. It helps catch subtle errors in grammar and punctuation that I might overlook. Additionally, AI tools can point out areas where I can tighten my writing, ensuring that the final draft is concise and professional.”*

The statements from respondents CPS and NA highlighted the practical applications of DeepLWriting tools in streamlining the editing process and improving the overall quality of written content. CPS emphasized the value of grammar and spell-checking tools in ensuring accuracy and allowing writers to focus on idea development, while NA underscored the benefits of DeepLWriting in catching subtle errors and improving the conciseness of writing. Together, these insights demonstrated how DeepLWriting could serve

as a valuable asset for writers seeking to enhance the efficiency and professionalism of their work.

The respondents highlighted the effectiveness of AI features in supporting their writing processes. YF found Grammarly's readability analysis tools to have been particularly useful for ensuring accessibility, while RH appreciated QuillBot paraphrasing and grammar-checking capabilities. CPS and NA praised DeepLWriting grammar and spell-checking tools for having improved content accuracy and efficiency. These statements collectively demonstrate the value of AI features in streamlining various stages of the writing process, from ensuring clarity and accessibility to refining grammar and vocabulary.

4. The use of Artificial Intelligence in the writing process

The use of Artificial Intelligence (AI) in the writing process introduced significant advancements in both efficiency and creativity. AI tools, such as language models like GPT, could assist writers by generating ideas, suggesting outlines, and providing alternative ways of expressing thoughts.

The statement from respondent RK *“I ask ChatGPT for suggestions on stronger words or to restructure sentences for better clarity”*. This statement also supported from respondent WSJ *“ChatGPT is an important part of my writing process. When I need advice on how to structure arguments or check grammar, this AI is very helpful.”*

The statements from respondents RK and WSJ highlighted the practical applications of ChatGPT in enhancing the clarity and structure of written

content. RK emphasized the value of AI in suggesting stronger words and restructuring sentences, while WSJ underscored its benefits in providing advice on argument structure and grammar. Together, these insights demonstrated how ChatGPT could serve as a valuable asset for writers seeking to improve the overall quality and effectiveness of their work.

These models can analysis vast amounts of data, allowing them to suggest relevant content and even predict what the next logical sentence might be. This capability can be particularly useful in the early stages of writing, helping to overcome writer's block and streamline the creative process. The use of AI, however, is not limited to idea generation; it also aids in ensuring grammatical accuracy and coherence, reducing the burden of editing for writers.

From the responses received, AI also played a pivotal role in improving the accessibility of writing for individuals who may not have been proficient in certain languages or writing styles. By offering real-time suggestions and feedback, AI tools enabled users to refine their tone, structure, and language according to the context or audience they were writing for.

The statement from respondent RH *“I always check my writing using the 'Plagiarism' feature on Quillbot. This feature helps me ensure that my writing is original and does not contain any plagiarism.”* This statement also supported from respondent YF *“Grammarly is very helpful in identifying grammar mistakes, punctuation errors, and inappropriate word usage. This way, I can ensure that my writing meets academic standards.”*

The statements from respondents RH and YF highlighted the practical applications of Quillbot and Grammarly in ensuring the originality and quality of written content. RH emphasized the value of Quillbot's plagiarism detection tools in maintaining the integrity of work, while YF underscored the benefits of Grammarly's grammar and style analysis tools in ensuring adherence to academic standards. Together, these insights demonstrated how Quillbot and Grammarly could serve as valuable assets for writers seeking to produce original, well-written, and academically sound content.

Furthermore, AI can provide insights into the preferences of specific readers or markets by analysis patterns in large sets of data, thus helping writers tailor their content more effectively.

The statement from AB *“I use POE as a virtual editor to review my writing. I ask POE to evaluate sentence clarity, paragraph coherence, and language style suitability for the target audience.”*

The statements from respondents AB capability allows POE for the customization of written material in a way that manual editing might not easily achieve, making AI a powerful tool for personalization in writing.

The respondents highlighted the diverse ways in which AI could be used to enhance the writing process. RK and WSJ found ChatGPT to have been valuable for generating stronger words, restructuring sentences, and structuring arguments. RH and YF utilized QuillBot and Grammarly to ensure originality and identify grammar errors. AB relied on POE to evaluate sentence clarity,

paragraph coherence, and language style suitability. These statements collectively demonstrate the potential of AI to have streamlined various aspects of the writing process, from improving content quality to ensuring academic standards.

5. Challenge on using Artificial Intelligence in writing process

The challenges associated with using AI in writing were complex and warranted thorough examination. A primary concern was the potential for diminished authenticity and originality, as excessive reliance on AI-generated suggestions could result in homogenized writing styles. Moreover, AI tools could occasionally misinterpret context, leading to inaccuracies or inappropriate tones that did not align with the intended message. Based on the results of the interviews, there were several students' responses to overcome these limitations.

The statement from respondent S *“One of the primary challenges of using AI in writing is the potential loss of originality. When writers rely too heavily on AI-generated content, there’s a risk of producing homogenized work that lacks unique voice and perspective.”* This statement is also supported from respondent RY *“AI can sometimes misinterpret context, leading to inaccuracies or inappropriate tone in the writing. This poses a challenge, especially in sensitive topics where the nuance is crucial.”*

The statements from respondents S and RY highlighted the potential drawbacks of relying too heavily on AI in the writing process. S emphasized the risk of

losing originality and producing homogenized content, while RY underscored the challenges of AI in accurately interpreting context and maintaining appropriate tone. These insights suggested that while AI could be a valuable tool, writers must exercise caution and maintain critical judgment to ensure the quality and authenticity of their work.

There was also a significant risk of bias within AI algorithms, which could perpetuate stereotypes or inaccuracies in the content produced. Additionally, the utilization of AI might have impeded the development of critical thinking and writing skills, as individuals might have become overly dependent on automated assistance.

The statement from respondent W *“Using AI can hinder the development of critical thinking and writing skills. When individuals become overly reliant on automated tools, they may neglect the foundational skills necessary for effective writing.”* This statement also supported from respondent RA *“Finally, the fast pace of AI development can lead to a skills gap, where writers may struggle to keep up with new tools and features.”*

The statements from respondents W and RA highlighted the potential drawbacks of relying too heavily on AI in the writing process. W emphasized the risk of hindering the development of critical thinking and writing skills, while RA underscored the challenges of keeping up with the rapid pace of AI development. These insights suggested that while AI could be a valuable tool,

it was essential for writers to maintain a balance between using technology and developing foundational writing skills to ensure their long-term success.

There are also things that we cannot forget One of the significant challenges in using Artificial Intelligence (AI) in the writing process is the issue of data privacy. AI systems often require access to large datasets, including personal information, writing habits, and sensitive content, to provide accurate and contextually appropriate assistance.

The statement from respondent MI *“Data privacy and security issues are also prominent challenges when using AI in writing. Many AI tools require access to personal or sensitive information, raising ethical concerns about user consent and data protection.”*

The statements from respondent MI highlighted the significant ethical concerns surrounding the use of AI in writing. MI emphasized the potential privacy and security risks associated with AI tools that required access to personal or sensitive information. This raised important questions regarding user consent, data protection, and the ethical implications of AI-driven writing processes.

The respondents identified several challenges associated with using AI in the past writing process. S expressed concerns about the potential loss of originality and homogenization of content, while RY highlighted the risk of AI misinterpreting context and tone. W and RA warned of the potential for AI to have hindered the development of critical thinking and writing skills, and RA also noted the challenges posed by the rapid pace of AI development. Finally,

MI raised concerns about data privacy and security issues when using AI tools. These statements collectively highlight the need for careful consideration and responsible use of AI in the past writing process to mitigate these challenges and ensure the production of high-quality, original content.

The research findings revealed that while AI had emerged as a valuable tool for many EFL students in their writing process, its utilization was not devoid of challenges. The majority of students perceive AI as beneficial in enhancing the quality of their writing, particularly in terms of idea generation, content organization, grammar checking, and vocabulary development. Nevertheless, some students expressed concerns about AI's potential to constrain creativity and originality. Furthermore, the rapid pace of AI development and the ethical implications of data privacy and security raised additional challenges for its use.

In conclusion, the effective utilization of AI in the writing process requires a balanced approach. While AI can be a valuable tool for streamlining tasks and improving efficiency, it is essential for writers to maintain critical judgment, develop foundational writing skills, and be cognizant of the potential limitations and ethical considerations associated with its use. By doing so, writers can harness the benefits of AI while ensuring the authenticity, originality, and quality of their work.

B. Discussion

The interviews conducted provided various perspectives on EFL Students' Perspective on Artificial Intelligence in Supporting Writing Process. To gain a deeper understanding of these findings, the following discussion section will analyze the data in more detail.

1. Students Perspective on using of Artificial Intelligence in supporting writing process.

The integration of Artificial Intelligence (AI) in the writing process has been met with considerable enthusiasm from students, who recognized its potential to enhance their writing skills and productivity. In research conducted by Lee, according to students who used AI tools, they preferred its user-friendliness, highlighting the ease of use as a significant benefit. Many university ELLs found it particularly advantageous for enhancing vocabulary, providing translations, using rich expressions, learning grammar, and English writing proficiency (Lee, Y. J., Davis, R. O., & Lee, S. O. (2024). There was a similarity with previous research in this study. Based on this research, many learners found that AI tools served as valuable aids in brainstorming and generating ideas, facilitating the creative process by providing prompts and suggestions that might not have otherwise been considered. This capability allowed students to overcome writer's block and encouraged them to explore diverse perspectives, ultimately enriching their writing experience and expand their creative horizons.

In research conducted by Inong, EFL learners viewed AI translation tools as indispensable tools that simplified and sped up the completion of their tasks. Frequently exposed to English content, such as reading/comprehending articles, mini research, review journals, and others, they found comfort in AI-powered translation tools (Inong, R.Y (2023). From previous studies, AI contributions were not only limited to completing academic assignments. Based on the research results, AI-driven writing assistants contributed significantly to the refinement of students' writing. Features such as grammar and style checkers not only helped students produce grammatically correct texts but also educated them on writing conventions and best practices. As students received real-time feedback on their work, they became more aware of their writing habits, allowing for gradual improvement in clarity, coherence, and overall effectiveness. This iterative process fostered a deeper understanding of language mechanics, empowering learners to take ownership of their writing and develop greater confidence in their abilities.

Furthermore, the accessibility of AI tools presented a unique opportunity for students to tailor their writing processes to their individual needs. Many AI applications offered customizable settings that allowed learners to select specific writing styles, tones, or formats suited to their objectives. This adaptability not only enhanced engagement but also encouraged students to experiment with different approaches to writing, thereby cultivating a more personalized learning experience. In summary, the positive perspective of students on the use of AI in writing underscored its role as an effective support

mechanism, fostering creativity, improving writing skills, and promoting individualized learning pathways.

2. Role of AI in supporting writing process

a) The Effectiveness of AI in the Supporting Writing Process

The effectiveness of Artificial Intelligence (AI) in supporting the writing process has emerged as a significant area of inquiry within educational research. Numerous studies indicated that AI tools, particularly those designed for grammar checking, style enhancement, and content generation, could substantially improve the quality of written work. By providing real-time feedback and suggestions, these tools enabled writers to refine their texts, thereby fostering a more meticulous approach to writing. This immediate reinforcement not only enhanced the technical aspects of writing but also promoted a greater understanding of language mechanics among students.

From the research results, AI's capability to assist in the brainstorming phase of writing was particularly noteworthy. Research suggested that AI-driven prompts and idea generation tools could help mitigate writer's block and stimulate creativity. By offering a diverse array of suggestions tailored to the writer's context, AI facilitated the exploration of new themes and perspectives, thereby enriching the writing process. This engagement with AI not only aided in content creation but also encouraged critical thinking and innovation, essential skills in today's dynamic academic and professional landscapes.

Additionally, the adaptability of AI tools presented a unique advantage in supporting individualized writing processes. Many AI applications allowed users to customize features according to their specific writing needs, such as adjusting tone, style, and format. This personalization fostered a more engaging writing experience, as students could experiment with different approaches and receive feedback that aligned with their objectives. Consequently, the effectiveness of AI in supporting the writing process lay not only in its ability to enhance technical proficiency but also in its capacity to promote creativity and cater to the diverse needs of writers. As such, further research was warranted to explore the long-term impacts of AI on writing education and its potential to transform pedagogical practices.

b) Artificial Intelligence reducing student errors in the writing process.

From the collected interviews, by using AI-based writing tools, students could significantly reduce errors in their writing process. This tool provided real-time feedback on grammar, spelling, and style, allowing students to promptly identify and correct mistakes before completing their writing. Additionally, the context-check feature in this tool helped ensure that word choices and sentence structures aligned with the intended meaning, minimizing the risk of misunderstandings. Thus, the utilization of AI writing aids not only enhanced the accuracy and quality of writing but also built students' confidence in their writing abilities.

c) Artificial Intelligence solved the writing process time.

From the collected interviews, Artificial Intelligence (AI) into the writing process demonstrably addressed the time constraints often faced by writers, thus optimizing overall productivity. Research indicated that AI tools, which automated essential tasks such as grammar correction, style enhancement, and content suggestion, significantly decreased the time spent on revisions and edits. This reduction in time expenditure allowed writers to allocate more cognitive resources toward the development of ideas and the structuring of arguments, thereby enhancing the quality of the final output. Furthermore, the ability of AI to provide immediate feedback facilitated a more iterative writing process, enabling writers to refine their work more efficiently. As such, the adoption of AI technologies not only streamlined the writing process but also promoted a more effective and efficient approach to composition in both academic and professional contexts.

Artificial Intelligence made significant progress in supporting the writing process, particularly in terms of accuracy and speed. However, it may still have been necessary to fully understand the complexity, connotations, and cultural references embedded in language as human writing. AI provided speed, efficiency, and precision, while human writing offered cultural depth of understanding and the linguistic expertise necessary to create culturally sensitive and highly accurate writing.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions from the findings and discussions of those findings :

A. Conclusion

According to the results discussion, it became clear that the perspectives of EFL students regarding the role of Artificial Intelligence (AI) in supporting the process of writing were very diverse. Based on the interviews that had been conducted, all EFL students utilized AI-based writing tools. The researcher discovered that most EFL students used ChatGPT, while others used Quillbot, DeepLWriting, Grammarly, Gemini, Bing Translator and POE. The research data from the students' perspective demonstrated the convenience and quickness of AI-powered writing tools. These tools provided quick and accurate writing, making it easier for EFL students to navigate complex texts, unfamiliar sentences, and easily carry out their assignments. This accessibility to immediate writing enhanced comprehension and instilled confidence in overcoming linguistic obstacles.

Although, as learners explored the potential of artificial intelligence (AI), its potential in supporting the writing process, it also presented significant challenges. One major negative impact was the excessive dependence on technology, which could weaken writers' critical and creative abilities. Instead of encouraging the development of deep writing skills, AI risked reducing writers' capacity for original thinking, as these tools often generated content based on existing patterns and data. Moreover, AI raised ethical concerns related to plagiarism and the authenticity of

written work, blurring the lines between the writer's original ideas and the technology's contributions. Consequently, while AI could accelerate the writing process, its long-term impact on individual writing skill development required further attention and study.

B. Suggestion

Based on the research results, the researcher provided some suggestions that might be useful for the readers :

1. It was important for students to approach the use of artificial intelligence (AI) in writing as a supplementary tool rather than a substitute for their own creative and analytical thinking. While AI could assist in generating ideas or improving grammatical accuracy, students should have been cautious not to rely too heavily on it. Developing strong writing skills required practice in organizing thoughts, crafting arguments, and employing critical analysis—skills that AI could not fully replicate. Therefore, students should have used AI responsibly, ensuring that they remained active participants in the writing process to enhance their intellectual growth.
2. Educators should have considered integrating artificial intelligence (AI) into the writing curriculum in a way that complemented, rather than replaced, traditional pedagogical methods. AI could have been a valuable tool for providing students with immediate feedback on language mechanics, thus allowing teachers to focus more on higher-order skills such as argument development and critical thinking. However, it was essential to guide students in understanding both the

benefits and limitations of AI, ensuring that it was used ethically and in a manner that promoted independent writing and reasoning skills.

3. For researchers, artificial intelligence (AI) offered substantial potential to streamline various stages of the writing process, from literature reviews to data analysis. However, researchers must have remained vigilant about the accuracy and originality of AI-generated content, particularly in avoiding unintentional plagiarism or the oversimplification of complex arguments. It was critical for researchers to maintain control over the intellectual rigor and integrity of their work, using AI as a tool to enhance productivity while preserving the essential human element of scholarly inquiry. Further exploration of AI's impact on academic writing and its ethical implications was needed to ensure its responsible use in research contexts.

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APPENDIX

APPENDIX I**PARTICIPANT DATA**

NO	Code Name Participant	Student Number	Date Interview
1	YF	2002050012	7 September 2024
2	SAR	2002050044	7 September 2024
3	W	2002050070	7 September 2024
4	MI	2002050063	7 September 2024
5	WA	2002050076	7 September 2024
6	AB	2002050085	14 September 2024
7	CPS	2102050057P	14 September 2024
8	RK	2002050014	14 September 2024
9	RA	2002050010	14 September 2024
10	WSJ	2002050003	14 September 2024
11	RH	1902050009	21 September 2024
12	NM	2002050038	21 September 2024
13	NA	2002050060	21 September 2024
14	S	2002050015	21 September 2024
15	RY	2002050053	21 September 2024

QUESTION FOR INTERVIEW

1. Does using Artificial Intelligence make your writing process more effective ?
(*Apakah menggunakan Kecerdasan Buatan membuat proses menulis Anda lebih efektif ?*)
2. Why do you use Artificial Intelligence to help writing process ?
(*Mengapa Anda menggunakan Kecerdasan Buatan untuk membantu proses menulis ?*)
3. Do you use specific AI in completing your writing process ?
(*Apakah Anda menggunakan AI khusus dalam menyelesaikan proses penulisan Anda ?*)
4. How do you use artificial intelligence in your writing process?
(*Bagaimana cara anda menggunakan artificial intelligence dalam proses membantu penulisan anda ?*)
- 5.. Is Artificial Intelligence challenging, and are you worried about using online applications ?
(*Apakah Kecerdasan Buatan menantang, dan apakah Anda khawatir menggunakan aplikasi online ?*)
6. Are you motivated finish your write after using AI ?
(*Apakah Anda termotivasi menyelesaikan tulisan Anda setelah menggunakan AI ?*)

INTERVIEW TRANSCRIPTS

Participant 1

Name : YF

NPM : 2002050012

Date : 7 September 2024

1. Yes, AI makes my writing process more effective by providing real-time suggestions on grammar, structure, and style, which helps me polish my work as I go. It allows me to spot and correct errors instantly, reducing the time I spend on editing later.
2. Artificial Intelligence plays a supportive role in my writing process, especially for generating ideas and organizing content. While AI helps me streamline certain tasks, such as grammar checking or creating outlines, I ensure that the final product remains true to my own voice and style.
3. Grammarly AI tools that analyze readability are particularly useful for ensuring that my content is accessible to a wide audience. By providing feedback on sentence complexity and structure, these tools help me adjust my writing to suit the intended readers without sacrificing clarity.
4. I always use Grammarly as my first proofreader for any of my writing. For example, when working on a scientific paper, Grammarly is very helpful in identifying grammar mistakes, punctuation errors, and inappropriate word usage. This way, I can ensure that my writing meets academic standards.
5. Artificial Intelligence is indeed challenging, but that's exactly what makes it interesting and full of opportunities. The challenge lies in the rapid development of technology and how we can adapt and keep up with these changes.
6. Absolutely! Using AI boosts my motivation by providing instant feedback and suggestions, which helps me see progress more quickly.

Participant 2

Name : SAR

NPM : 2002050044

Date : 7 September 2024

1. AI increases my writing efficiency by handling the technical aspects of writing, such as grammar, punctuation, and sentence flow. This allows me to focus more

on creativity and the content itself, rather than getting bogged down by minor corrections.

2. For me AI helps speed up research and fact-checking when writing. It helps me access relevant information quickly, allowing me to focus more on the creative and analytical aspects of the content.

3. When writing, I usually rely on AI, especially Grammarly, to check spelling, grammar, and also improve the clarity of my writing. It really helps to ensure a better final result.

4. When working on academic tasks, Grammarly really helps to make sure that my writing follows the appropriate style. For example, Grammarly can detect the use of words that are too casual or informal in formal writing.

5. Artificial Intelligence presents its own set of challenges, but those challenges are what make the field exciting and rewarding. It's an area of rapid innovation, and overcoming these obstacles drives progress and creativity.

6. Yes, I feel more motivated after using AI tools. They make the writing process smoother and more enjoyable, pushing me to complete my work.

Participant 3

Name : W

NPM : 2002050070

Date : 7 September 2024

1. Yes, I often use AI as a tool in the writing process, especially in using AI to speed up brainstorming ideas and drafting initial drafts. However, I always ensure that the final result remains a product of my own thinking and editing. AI assists with efficiency, but I still prioritize uniqueness and personal touch in my writing.

2. I use Artificial Intelligence to assist in the writing process because it enhances creativity, efficiency, and precision. AI can quickly generate ideas, provide suggestions, and even correct grammar or style, allowing me to focus more on the creative aspects of writing.

3. I often rely on Gemini, an AI tool, to support my writing process. This tool is really helpful in improving sentences and making sure my content is more effective and easy to understand.

4. In utilizing artificial intelligence (AI) like Gemini, I leverage its natural language processing capabilities to enhance the quality and efficiency of my writing. Gemini assists by analyzing context, identifying key terms, and

suggesting better sentence structures to clarify the ideas being conveyed. Additionally, this AI automatically corrects grammar, spelling, and syntax, allowing me to focus more on the creative aspects of writing.

5. Using AI can hinder the development of critical thinking and writing skills. When individuals become overly reliant on automated tools, they may neglect the foundational skills necessary for effective writing.

6. Definitely! AI helps me brainstorm ideas and structure my writing better, which keeps me excited about finishing my projects.

Participant 4

Name : MI

NPM : 2002050063

Date : 7 September 2024

1. I use AI as a support in research and information gathering while writing. This technology helps me quickly obtain references and save time. Nevertheless, I ensure that the writing and final structure remain in accordance with the style and standards I have set.

2. Why, because Artificial Intelligence to assist in the writing process because it enhances creativity, efficiency, and precision. AI can quickly generate ideas, provide suggestions, and even correct grammar or style, allowing me to focus more on the creative aspects of writing.

3. Yes, I often use ChatGPT to assist in the writing process. This AI is very helpful when I need to generate new ideas, structure my writing, or check for grammatical errors. With ChatGPT's help, I can focus more on the main content because it provides quick and relevant suggestions for improvement.

4. In this case, ChatGPT help me organize my writing. For example, when I want to write an essay about the impact of social media on teenage behavior, I ask ChatGPT to provide some key points that I should discuss. This way, I can create a more structured and logical outline.

5. Data privacy and security issues are also prominent challenges when using AI in writing. Many AI tools require access to personal or sensitive information, raising ethical concerns about user consent and data protection.

6. I find that AI really motivates me to finish my writing. The ability to refine my work instantly makes the process feel less daunting.

Participant 5

Name : WA

NPM : 2002050076

Date : 7 September 2024

1. Yes, AI definitely makes my writing process more effective by streamlining the editing process. It catches errors I might have missed, ensuring that my final draft is polished and professional.

2. Artificial Intelligence in my writing process because it enhances creativity and efficiency. AI tools can provide valuable suggestions, streamline research, and assist with grammar, allowing me to focus more on developing ideas and refining content.

3. I usually use ChatGPT as a writing assistant. It's really useful when I'm looking for inspiration or trying to formulate more effective sentences. ChatGPT also helps me refine my writing and ensures the message I want to convey is clearer without too many mistakes.

4. Usually I use ChatGPT as a discussion buddy during the initial stages of writing. For example, when working on an essay about the impact of social media, I ask ChatGPT to provide some unique perspectives. That way, I can get inspiration and develop more creative ideas.

5. AI is a fascinating field because it's both complex and rapidly evolving. While it does come with challenges, these are opportunities to innovate and push boundaries.

6. Yes, after using AI, I often feel a renewed sense of motivation. It gives me clarity and direction, making it easier to reach my writing goals.

Participant 6

Name : AB

NPM : 2002050085

Date : 14 September 2024

1. Yes, AI makes my writing process much more effective by providing instant feedback on grammar, style, and structure. This real-time assistance allows me to correct mistakes as I go, reducing the amount of time I spend on revisions later.

2. For me, Artificial Intelligence in writing process helps make everything more efficient and streamlined. AI can assist with brainstorming ideas, organizing

thoughts, and even catching small grammar or spelling errors that might slip through.

3. I find POE AI tools that aid in idea generation very effective, especially when I hit a creative block. They provide topic suggestions and new perspectives that inspire creativity while keeping my writing fresh and dynamic. It's like having a brainstorming partner.

4. I use POE as a virtual editor to review my writing. I ask POE to evaluate sentence clarity, paragraph coherence, and language style suitability for the target audience.

5. Yes, AI can be challenging, but I see these challenges as opportunities to grow, learn, and develop new solutions. The evolving nature of AI technology keeps things dynamic and engaging.

6. AI provides me with helpful insights that spark my creativity and drive me to complete my writing more efficiently

Participant 7

Name : CPS

NPM : 2102050057P

Date : 14 September 2024

1. I see AI as a partner that can help develop initial ideas or provide more precise alternative words and phrases. Although AI brings efficiency to the writing process, I still position myself as the primary writer who determines the direction and purpose of the text

2. I use Artificial Intelligence in the writing process because it enhances efficiency, creativity, and accuracy.

3. DeepLWriting offers effective tools like grammar and spell checkers, which are essential for polishing content and ensuring accuracy. This allows me to focus more on developing ideas and less on technical details, significantly improving the efficiency of my writing process.

4. DeepL Write really helps me in checking my writing style. For example, when I'm writing a formal report, I can use DeepL Write to make sure that my language style is formal and appropriate for the context. This feature helps me avoid using words that are too casual or informal.

5. AI offers many positive possibilities, such as increased efficiency and productivity. Despite the challenges, I believe that with the right approach, we can maximize the benefits of AI.

6. Yes, AI serves as a great motivator for me. It transforms the writing process from overwhelming to manageable, encouraging me to keep going.

Participant 8

Name : RK

NPM : 2002050014

Date : 14 September 2024

1. Sometimes I use AI to compile an outline or improve grammar and language style in writing. Even though AI provides technical assistance, creativity and unique approaches still come from me. AI is a tool, not a substitute for a writer's expertise.

2. I use Artificial Intelligence in my writing process because, from experience, it's been a great tool to boost productivity and overcome writer's block. Besides that, AI can also expand our creativity. By using various advanced language models, we can produce diverse writing styles and ideas that may not have been thought of before.

3. I use ChatGPT during the writing process, especially when I need quick feedback or fresh ideas. This AI is very helpful in providing suggestions for better sentence construction and ensuring that my writing stays focused and clear, free from errors.

4. I often use ChatGPT to improve my writing style. For example, when writing opinion articles, I ask ChatGPT for suggestions on stronger words or to restructure sentences for better clarity. This feature is very helpful in enhancing the quality of my writing.

5. Based on my previous experience, I'm accustomed to facing new challenges and finding creative solutions. I believe this skill will be invaluable as AI continues to evolve.

6. Yes, The instant feedback I get from AI inspires me to push through and finish my writing tasks.

Participant 9

Name : RA

NPM : 2002050010

Date : 14 September 2024

1. AI enhances my writing process by offering quick feedback and suggestions that improve the quality of my drafts right away. Instead of having to spend hours revising and proofreading, I can fix errors and refine my ideas as I write.
2. AI is a valuable assistant in terms of enhancing productivity. It helps with repetitive tasks like summarizing large amounts of data or suggesting relevant phrases.
3. QuillBot is an important part of my writing process. When I struggle to find the best way to convey an idea, QuillBot helps me refine and reorganize sentences more efficiently, making my writing clearer and more concise.
4. Before I submit my assignment, I always check my writing using the 'Plagiarism' feature on Quillbot. This feature helps me ensure that my writing is original and does not contain any plagiarism.
5. Finally, the fast pace of AI development can lead to a skills gap, where writers may struggle to keep up with new tools and features. This rapid evolution can be overwhelming and may deter individuals from fully embracing AI, limiting its potential benefits in the writing process.
6. Yes, using AI gives me a boost in motivation. It allows me to focus on the content rather than getting bogged down by minor details.

Participant 10

Name : WSJ

NPM : 2002050003

Date : 14 September 2024

1. AI makes my writing process more effective by streamlining the editing and proofreading stages, allowing me to focus on the content. It offers real-time feedback on grammar, sentence structure, and tone, ensuring that my writing is clear and professional from the first draft.
2. In my writing process, AI helps me generate multiple perspectives or word choices, which can be useful in enhancing the clarity and precision of my content. AI can also help us ensure consistent writing quality. AI can check grammar, spelling, and even writing style consistency automatically.

3. ChatGPT is an important part of my writing process. When I need advice on how to structure arguments or check grammar, this AI is very helpful. With ChatGPT's support, I can ensure my writing is more structured and professional.
4. ChatGPT has been very helpful for me in gathering information. When writing a report on climate change, I use ChatGPT to find the latest data and summarize relevant research. This saves me time and allows me to focus on data analysis.
5. Absolutely, AI presents its challenges, but I find that it encourages a mindset of continuous learning and adaptation. It's fascinating to dive deep into how these technologies work. Regarding online applications, I feel confident using them.
6. I feel more motivated after incorporating AI into my writing. It helps me see the potential in my work, which encourages me to finish it.

Participant 11

Name : RH

NPM : 1902050009

Date : 21 September 2024

1. I use AI as a tool for proofreading and grammar checking. AI is very helpful in ensuring that my writing is free from minor errors. However, for ideas, concepts, and writing style, everything comes purely from me. AI assists in technical aspects, but creativity remains in my hands.
2. In this fast-paced world, efficiency is key. AI allows me to produce high-quality content in a shorter time. For example, AI can assist me in research, organizing writing outlines, and even suggesting interesting titles.
3. Yes, QuillBot always help complete my writing process. This tool is very useful for paraphrasing, refining sentences, and ensuring correct grammar. With QuillBot's assistance, my writing becomes smoother and easier to understand while reducing small mistakes that might otherwise be missed.
4. Quillbot also helps me improve my writing style. For example, if I want to make my writing more formal or more informal, I can use the 'Tone Adjuster' feature to adjust the style of my writing.
5. I'm very excited about the advancements in AI. The challenges only fuel my desire to learn and contribute to this field. Using online applications reinforces my interest.
6. Yes, AI keeps me engaged in the writing process. It offers suggestions that challenge me to improve, driving me to complete my drafts.

Participant 12

Name : NM

NPM : 2002050038

Date : 21 September 2024

1. Yes, AI improves the effectiveness of my writing process by offering real-time grammar and style suggestions that help me produce cleaner, more polished drafts. It's like having an editor on hand at all times, which speeds up the revision process significantly.
2. I use AI to keep learning and improve my writing quality. By analyzing data on how readers interact with my content, I can identify areas that need improvement and develop more effective content strategies.
3. One of the most valuable AI features for me is real-time feedback. Bing Translator It helps me instantly improve the tone, clarity, and engagement of my writing. With AI's suggestions, I can tailor my content to better fit the audience and context, ensuring higher quality output.
4. I often use Bing Translator to translate scientific articles or other foreign language sources. It really helps me gather relevant data and information to support my writing. For example, when writing a paper on technological developments in Japan, I use Bing Translator to translate scientific articles from Japanese journals.
5. I do find Artificial Intelligence to be challenging, but that's what makes it so exciting! It's a field that's full of potential and endless possibilities.
6. True, using AI fuels my motivation to finish writing. It breaks tasks into smaller, more manageable parts, making it easier to stay on track.

Participant 13

Name : NA

NPM : 2002050060

Date : 21 September 2024

1. AI significantly improves the effectiveness of my writing process by automating the more tedious tasks like grammar and spell-checking. This allows me to focus more on the creative side of writing, which improves both the quality and speed of my work.

2. AI helps me create content that is more accessible to people with various abilities. For example, AI can help me simplify complex language or generate alternative text.
3. I often use DeepL Writing to streamline the editing process. It helps catch subtle errors in grammar and punctuation that I might overlook. Additionally, AI tools can point out areas where I can tighten my writing, ensuring that the final draft is concise and professional
4. Besides writing, I also use DeepL Write to translate text. For example, when I want to quote an article in a foreign language, I can use DeepL Write to translate it into Indonesian with high accuracy.
5. While AI can be challenging, I see it as a driving force for innovation. It encourages us to think outside the box and solve complex problems.
6. Absolutely! AI tools make the writing process more dynamic, and that energy keeps me motivated to finish my projects.

Participant 14

Name : S

NPM : 2002050015

Date : 21 September 2024

1. Yes, AI does make my writing process more effective, but it sometimes provides suggestions that don't fully align with the tone I'm aiming for. While it's great at catching grammar mistakes and helping with organization, I often have to adjust its suggestions to fit my unique style or intent.
2. Personally, I prefer not to rely on AI in my writing process. While I understand its potential for improving efficiency, I believe that it can sometimes limit creativity and lead to overly generic content.
3. I often utilize ChatGPT to assist with writing, particularly when I get stuck looking for ideas. However, at times, this AI offers somewhat generic suggestions, so I have to be more selective in using its results to maintain the originality of my writing.
4. I often use ChatGPT to generate creative ideas for my writing content. For example, when I want to write a short story, I ask ChatGPT to provide some interesting plot twists or unique characters. This helps me overcome writer's block.

5. One of the primary challenges of using AI in writing is the potential loss of originality. When writers rely too heavily on AI-generated content, there's a risk of producing homogenized work that lacks unique voice and perspective.

6. I generally feel motivated to finish my writing after using AI. The instant feedback and suggestions help clarify my thoughts and often spark new ideas, which is definitely a plus. However, there are times when I find myself relying too heavily on AI, which can lead to a lack of confidence in my own voice. While it's great for enhancing productivity, I sometimes feel it takes away the creative challenge that I enjoy in writing.

Participant 15

Name : RY

NPM :2002050053

Date : 21 September 2024

1. Using AI improves my writing process by automating tedious tasks like grammar checking, but it can sometimes hinder creativity. While it's fantastic at identifying technical errors and offering alternative phrasing, I've noticed that relying too much on AI can make my writing feel a bit mechanical.

2. I utilize AI in my writing process because it allows me to quickly draft and refine my work, making it more efficient. However, I've encountered instances where the AI's suggestions are overly formal or not aligned with my tone, which requires additional tweaking to ensure consistency.

3. I often rely on ChatGPT as a writing aid because this AI quickly provides feedback and solutions. However, I also realize that it isn't always accurate in understanding specific contexts, so I need to be careful when editing its results.

4. ChatGPT is also a reliable tool during the editing phase. I often ask ChatGPT to check grammar and spelling errors in my writing. Additionally, ChatGPT can help me organize paragraphs to be more coherent and flow well.

5. AI can sometimes misinterpret context, leading to inaccuracies or inappropriate tone in the writing. This poses a challenge, especially in sensitive topics where the nuance is crucial.

6. Using AI does motivate me to some extent, as it provides instant feedback and helps streamline my writing process. I often feel encouraged by the suggestions it offers, which can spark new ideas and keep me engaged.

DOCUMENTATION







APPENDIX II



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAH-PT/Ak.KP/PT/03/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
<https://fkip.umsu.ac.id> fkip@umsu.ac.id [fumsu](#) [umsu](#) [umsu](#) [umsu](#) [umsu](#)

SURAT KETERANGAN
Nomor : 2331/SI/II.3-AU/UMSU-02/D/2024

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dengan ini memberikan izin pelaksanaan Riset Penelitian di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tertanggal 04 September s.d. 30 Nopember 2024 kepada :

Nama Mahasiswa	: Rizqie Ramadhan Sihombing
N P M	: 2002050026
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Exploring EFL Students' Perspective on Artificial Intelligence in Supporting Writing Process.

Adalah benar mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, mahasiswa tersebut di atas aktif mengikuti perkuliahan.

Demikian surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya. Selamat sejahteralah kita semuanya. Amin.

Medan, 01 Rabiul Awwal 1446 H
04 September 2024 M

Wassalam
Dekan



Dra. H. Syamsuurnita, M.Pd.
NIDN: 0004066701

** Pertiinggal **



APPENDIX III



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Rizqie Ramadhan Sihombing
N.P.M : 2002050026
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Exploring EFL Students' Perspective on Artificial Intelligence in Supporting Writing Process

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

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

Medan, Agustus 2024

Hormat saya

Yang membuat pernyataan,



Rizqie Ramadhan Sihombing

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

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

APPENDIX III



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

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Rizqie Ramadhan Sihombing
Npm : 2002050026
Program Studi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Exploring EFL Student Perspective On Artificial Intelligence In Supporting Writing Process	approved 03 mei 2024. <i>[Signature]</i>

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

Medan, 03 Mei 2024

Disetujui oleh
Dosen Pembimbing


[Signature]
(Yusriah, Ss) M.Hum

Hormat Pemohon

[Signature]
(Rizqie Ramadhan Sihombing)

APPENDIX IV

FORM K 1



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

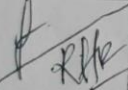

Yth : Ketua/ Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini

Nama Mahasiswa : Rizqie Ramadhan Sihombing
 N P M : 2002050026
 Program Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 135,0

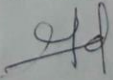
IPK = 3,69

Persetujuan Ketua/ Sekretaris Prog. Studi	Judul Yang Diajukan	Disahkan Oleh Dekan Fakultas
	Discourse Analysis Of The Tebing Tinggi Resort Police Unit Road Traffic Banners	
	Sarcasm Comedy Communication In The Deddy Corbuzier Podcast With Dustin And Rigen On Youtube	
	Exploring EFL Student Perspective On Artificial Intelligence In Supporting Writing Process	

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

Medan, 15 - Mei - 2024


Hormat Pemohon,


 Rizqie Ramadhan Sihombing

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa Yang Bersangkutan

APPENDIX V

**UMSU**
Unggul | Cerdas | Berprestasi

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

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

Form K-2

Kepada : Yth. Bapak Ketua Program Studi
Pendidikan Bahasa Inggris
Universitas Muhammadiyah Sumatera Utara
Medan

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Rizqie Ramadhan Sihombing
NPM : 2002050026
Prog. Studi : Pendidikan Bahasa Inggris

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

**Exploring EFL Student Perspective On Artificial Intelligence
In Supporting Writing Process**

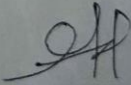
Sekaligus saya mengusulkan/ menunjuk Ibu:

Yusriati, S.S, M.Hum

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

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

Medan, 15 Mei 2024
Hormat pemohon,


Rizqie Ramadhan Sihombing

Keterangan
Dibuat rangkap 3 : - Untuk Dekan / Fakultas
- Untuk Ketua /Sekteraris Prodi
- Untuk Mahasiswa yang bersangkutan

APPENDIX VI

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

Nomor : 1027 /IL.3/UMSU-02/F/2024
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

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


Nama : **Rizqie Ramadhan Sihombing**
N P M : 2002050026
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Exploring EFL Student Perspective On Artificial Intelligence In Supporting Writing Process.**


Pembimbing : **Yusriati, S.S., M.Hum.**

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

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 16 Mei 2025

Medan 8 Zulkhaida 1445 H
16 Mei 2024 M



Dra. Hj. Svamsyurnita, MPd.
NIDN : 0004066701




Dibuat rangkap 5 (lima) :

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

WAJIBMENGIKUTISEMINAR



APPENDIX VII


UMSU
Unggul | Cerdas | Terpercaya

MAJLIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL


Proposal yang diajukan oleh mahasiswa di bawah ini :

Nama : Rizqie Ramadhan Sihombing
NPM : 2002050026
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring EFL Students' Perspective on Artificial Intelligence
in Supporting Writing Process

Sudah layak diseminarkan.

Medan, Juni 2024

Disetujui oleh
Pembimbing

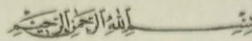

Yusriati, S.S., M.Hum.

UMSU
Unggul | Cerdas | Terpercaya

APPENDIX VIII



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



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Rizqie Ramadhan Sihombing
N.P.M : 2002050026
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Exploring EFL Students' Perspective on Artificial Intelligence in Supporting Writing Process.

Pada hari Rabu tanggal 24 bulan Juli tahun 2024 sudah layak menjadi proposal Skripsi.

Medan, Juli 2024

Disetujui oleh:

Dosen Pembahas

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

Dosen Pembimbing

(Yusriati, S.S., M.Hum.)

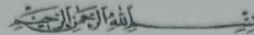
Diketahui oleh
Ketua Program Studi,

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

APPENDIX IX



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



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Rizqie Ramadhan Sihombing
 NPM : 2002050026
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Exploring EFL Students' Perspective on Artificial Intelligence in Supporting Writing Process

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
3-6-2024	Revise the background of study, identification of the problems and formulation of the problem. Finish chpt 1.	
5-6-2024	Final Revision of write up chpt 1	
6-6-2024	Revise the theoretical framework, relevant studies and conceptual frame work. Finish chpt 2.	
7-6-2024	Revise Research design and source of data.	
10-6-2024	Revise Technique of collect data and analysis data. finish chpt 3.	
14-6-2024	ace for the seminar	

Medan, Juni 2024

Diketahui/Disetujui,
 Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

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

(Yusriati, S.S., M.Hum.)

APPENDIX X



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

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 24 Bulan Juli Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Rizqie Ramadhan Sihombing
 N.P.M : 2002050026
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Exploring EFL Students' Perspective on Artificial Intelligence in Supporting Writing Process.

No	Masukan dan Saran
Judul	
Bab I	Revise the writing system of reference in the text
Bab II	Provide relevant theories
Bab III	include both quantitative & qualitative
Lainnya	check the writing system of references
Kesimpulan	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

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

Dosen Pembimbing

(Yusriati, S.S., M.Hum.)

Panitia Pelaksana

Ketua

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

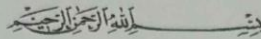
Sekretaris

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

APPENDIX XI



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



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Rizqie Ramadhan Sihombing
NPM : 2002050026
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring EFL Students' Perspective On Artificial Intelligence in Supporting Writing Process.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
20/9/2024	Revise Chapter 1, 2, 3.	
24/9/2024	Acc Chapter 1, 2, 3.	
27/9/2024	Revise Chapter 4	
4/10/2024	Revise Chapter 5	
11/10/2024	Acc Chapter 4 and Chapter 5	
11/10/2024	acc for the exam	

Diketahui oleh:
Ketua Prodi

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

Medan, Oktober 2024
Dosen Pembimbing

(Yusriati, S.S., M.Hum.)

APPENDIX XII

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH**
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
PERPUSTAKAAN

Terkreditasi A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 000/19/LAP/PT/DK/2018
Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567
NPP 1271382D1000001 | <http://perpustakaan.umsu.ac.id> | perpustakaan@umsu.ac.id | [perpustakaan.umsu.ac.id](https://www.perpustakaan.umsu.ac.id)

SURAT KETERANGAN
Nomor: 03239/KEI/II.10-AU/UMSU-P/M/2024

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Rizqie Ramadhan Sihombing
NPM : 2002050026
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/ P.Studi : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.
Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 10 Rabiul Akhir 1446 H
14 Oktober 2024 M

Kepala Perpustakaan,

Dr. Muhammad Arifin, M.Pd.


Unggul | Cerdas | Tawakkal

FILE Exploring EFL Students' Perspective on Artificial Intelligence in Supporting Writing Process.docx

ORIGINALITY REPORT

12%	12%	3%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.umsu.ac.id Internet Source	7%
2	www.researchgate.net Internet Source	1%
3	discovery.researcher.life Internet Source	1%
4	msocialsciences.com Internet Source	<1%
5	Submitted to IAIN Syaikh Abdurrahman Siddik Bangka Belitung Student Paper	<1%
6	journal.universitaspahlawan.ac.id Internet Source	<1%
7	Submitted to Ho Chi Minh City University of Foreign Languages and Information Technology Student Paper	<1%
8	Submitted to University of Nottingham Student Paper	<1%

CURRICULUM VITAE



Name : Rizqie Ramadhan Sihombing
Npm : 2002050026
Gender : Male
Religion : Islam
Place/Date of birth : Tebing Tinggi, 29 November 2002
Address : JL. PALA LK. IV
No Hp : 0822-7757-2985
Email : rizkiramadan444@gmail.com
Father's Name : Ramsyah Sihombing
Mother's Name : Herlina

Educational Backgrounds

Elementary School : SD NEGERI 001 RAMBAH (2008 – 2014)
Junior High School : MADRASAH TSANAWIYAH AL WASHLIYAH TEBING TINGGI (2014 – 2017)
Senior High School : SMK NEGERI 4 TEBING TINGGI (2017 – 2020)
University : UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA (2020 – 2024)