

**EFL STUDENTS' ATTITUDE ON THE USE OF ARTIFICIAL  
INTELLIGENCE (AI) IN ACADEMIC WRITING**

**THESIS**

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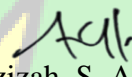
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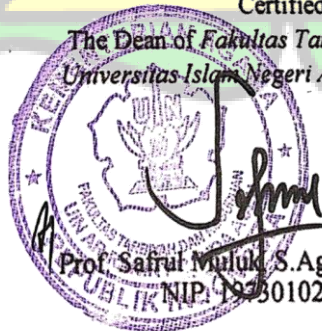
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**EFL Students' Attitude On the Use Of Artificial Intelligence in Academic Writing** adalah benar- benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 07 Desember 2023

Saya yang membuat surat pernyataan,



Rahadatul Aisyi

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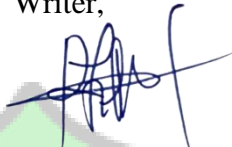
I would also like to express my appreciation and thanks to my dear friends, namely Zahara A'lia, Fadhlisa, and Raihan Fadhillah. They have always had my back and patiently listened to my concerns. Each of them has played a significant role in my life, and I am grateful for their unwavering support. May Allah bless and reward them with paradise.

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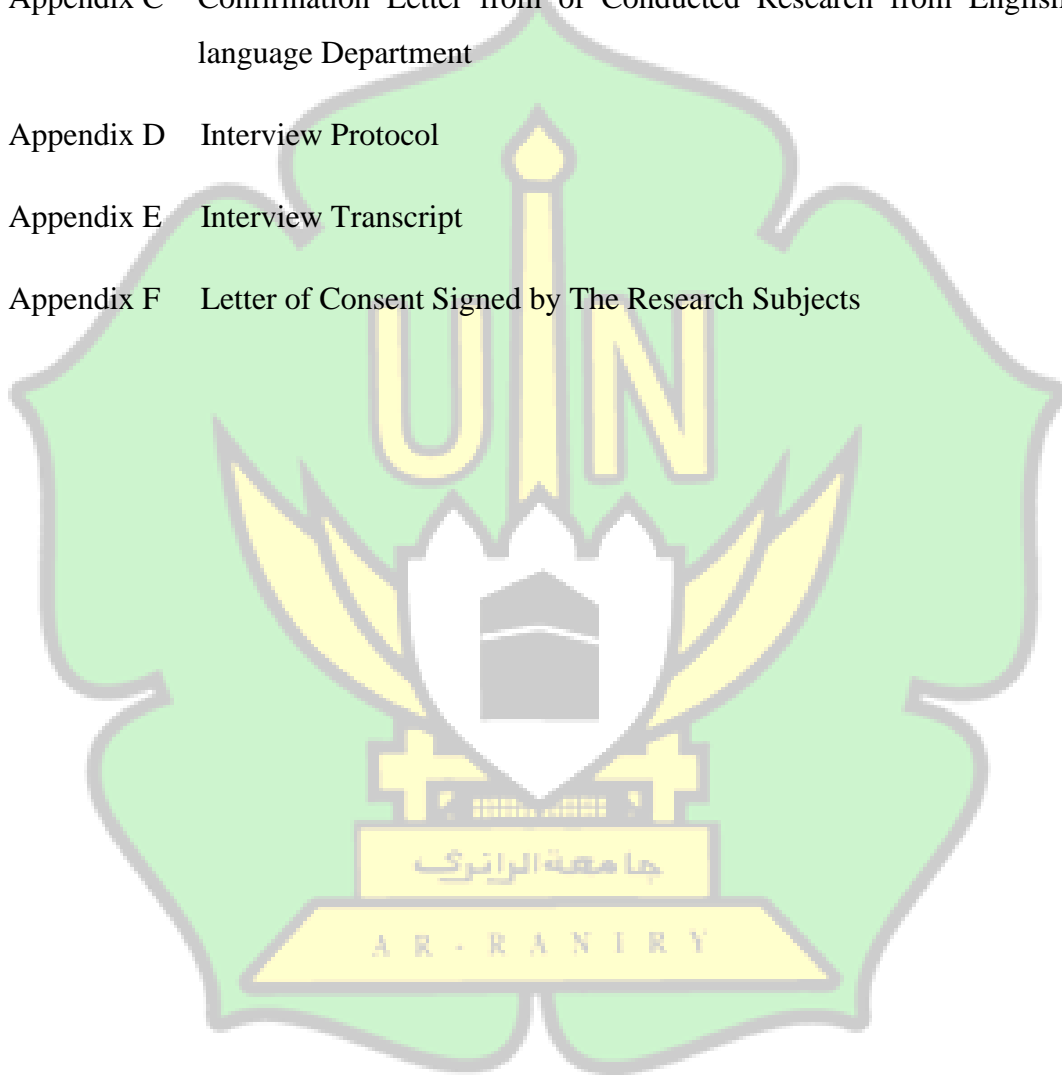
## ABSTRACT

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English as a Foreign Language (EFL) students face numerous challenges when it comes to writing of academic papers in English. Artificial intelligence, as a popular technological product has grown in favor as a cutting-edge tool, especially among EFL students. However, the usage of Artificial Intelligence in Academic Writing provide both benefits and Challenges. The study aimed at understanding the EFL students' attitude on the use of Artificial Intelligence in academic writing. This study used a qualitative method and gathered data through semi-structured interviews. Ten interviewees, specifically students from the academic year 2019, were purposively selected as the respondents. The data was analyzed based on Creswell's framework. The findings revealed that Artificial Intelligence has a positive attitude on their academic writing, with an overall its usage. Also there are six themes that can be gathered from the data, including improving grammar, assisting in sentence construction, assisting in text paraphrasing, enhancing vocabulary, assisting in finding topics, time efficacy. However, some students encountered difficulties with the laziness, creating dependency, uncreative information, and plagiarism when using Artificial Intelligence. While the majority of students reported that Artificial Intelligence had a positive attitude on improving their English Academic Writing skills.

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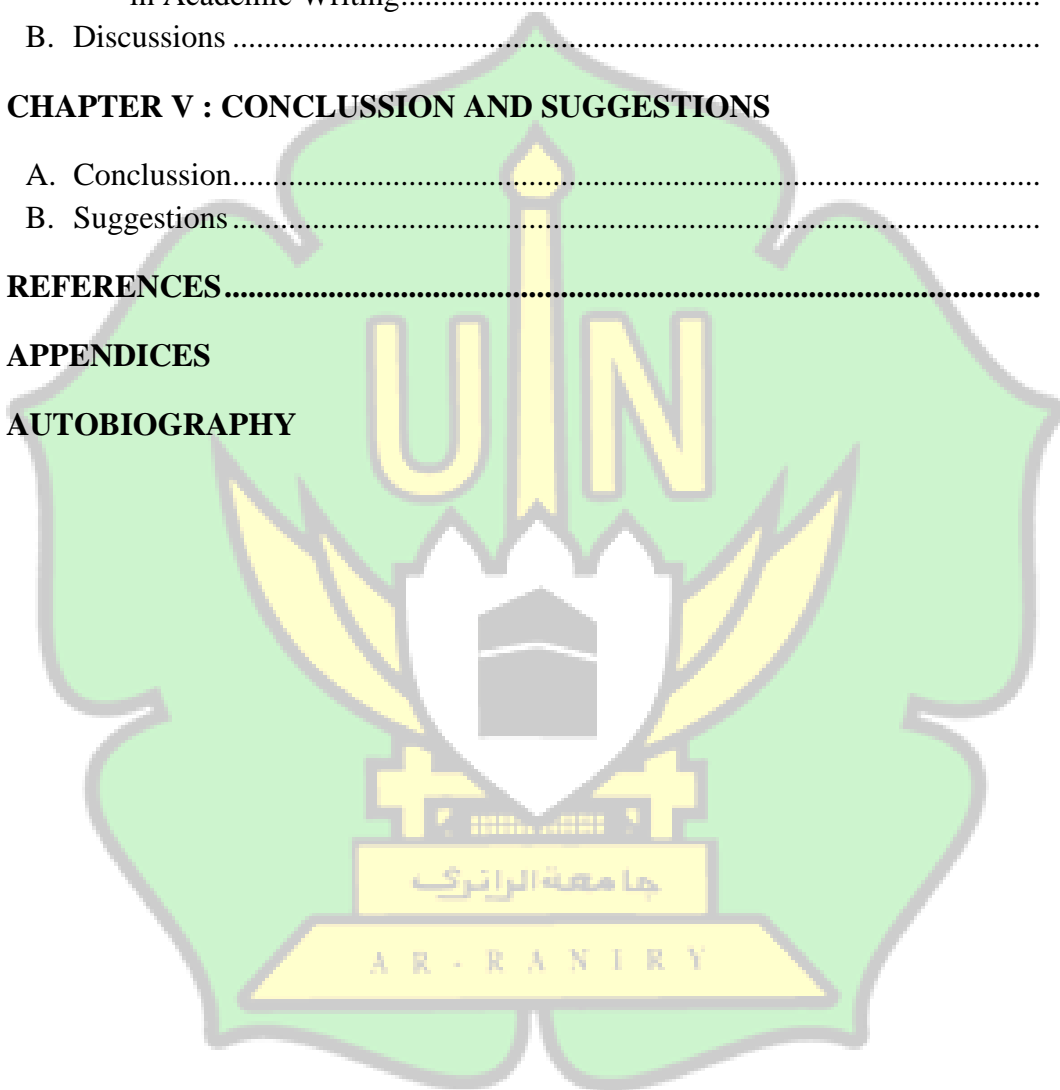
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### **AUTOBIOGRAPHY**



## CHAPTER I

### INTRODUCTION

This chapter consists of background of study, research question, aim of study, scope of study, significance of study, and terminology. Each of them needs to be explained to gain the deeper understanding about this research.

#### **A. Background of Study**

English as a Foreign Language (EFL) students face numerous challenges when it comes to writing of academic papers in English. It is crucial for students to focus more on developing their command of English, particularly in their academic writing. For students to strengthen their academic writing abilities and get above their writing obstacles, they must practice often (Aminabibi et al, 2019). Academic writing requires a range of language and cognitive abilities, including critical thinking, analysis, and synthesis. As a result, EFL students often struggle to express their ideas clearly and effectively in English academic writing. Traditional methods of writing instruction, such as classroom lectures and feedback from instructors, may not be sufficient to address the challenges that EFL students face.

In the present day, modern technology is continuously advancing and evolving, with new designs and innovations being introduced to improve our daily lives. Artificial intelligence, as a popular technological product has grown in favor as a cutting-edge tool, especially among EFL students. The use of Artificial Intelligence (AI) in academic writing has the potential to help EFL students improve their writing skills and produce higher quality work. AI-powered writing tools can provide feedback on grammar structure, as well as suggest improvements for clarity and coherence. AI also can provide various benefits to students in terms of writing accuracy, speed, and feedback. According to Dian et al. (2022), With new expectations and obstacles for both teachers and students, AI may have an impact on how people teach and learn. AI tools, such as grammar checkers, automatic summarization, and paraphrasing software, can help EFL

students to improve their writing skills and overcome the difficulties they face in academic writing.

However, the integration of Artificial Intelligence in academic writing instruction raises questions about its impact on students' attitudes towards writing and their writing performance. Although artificial intelligence (AI) has many advantages that improve ease and efficacy, it also raises problems regarding its ethical and societal. For the advantages, such as that the artificial intelligence may improve productivity and efficiency by automating routine actions and procedures, allowing organizations and individuals to better spend their time and resources. And for the disadvantages like privacy worries, as AI technologies like facial recognition and data analytics become more widely used, worries about privacy invasion and the possibility of misuse of personal data are raised.

Several studies have investigated the use of AI in writing instruction and its impact on students' learning outcomes. For instance, a study by Saman and Asieh (2022) found that the use of chatbots in the classroom by teachers can increase students' motivation, desire, and confidence to learn English. Also a study by Eddy Haryanto and M. Ali (2018) found that artificial intelligent such as Siri provides positive attitude towards students learning activities in classroom and also allows students to be more independent individual to work and learn their foreign language. Similarly, Dian et al. (2022) conducted a study that the implementation of the AI software was viewed well by the students. The classroom activities were enjoyable for the students, and the AI app supported them in their writing. Futhermore, another research has been investigated by Hemas Kumala et al. (2021). They found that The application of artificial intelligence technologies can help students learn English more effectively.

However, few studies have focused specifically on EFL students' attitudes towards AI in academic writing. Therefore, this study aims to fill this gap by investigating EFL students' attitudes towards AI-assisted writing instruction. The study will explore the factors that influence students' attitudes towards AI and the

potential benefits and challenges associated with the use of AI in academic writing. By doing so, this study will contribute to the development of effective writing instruction and support for EFL students in the context of AI-assisted learning.

Based on the explanation above, this study investigated EFL students' attitudes towards the use of AI in English academic writing, the factors that influence their attitudes towards AI, and the potential benefits and challenges associated with the use of AI in academic writing. The study contributed to the development of effective writing instruction and support for EFL students in the context of AI-assisted learning. Since this current work conducted in the Department of English Language Education of UIN Ar-Raniry, this hopefully can give a further and better understanding of the issue. The next chapter will provide an overview of the research questions and methodology used in this study.

### **B. Research Questions**

Based on background above, here is the following question can be formulated:

1. How are the attitudes of EFL students towards the use of AI in English academic writing?
2. What are the perceived benefits and challenges of using AI in English academic writing?

### **C. Aim of Research**

The aims of the study based on the research questions are as follows:

1. To explore the attitudes of EFL students towards the use of AI in English academic writing.
2. To identify the perceived benefits and challenges of using AI in English academic writing.

#### **D. The Scope of Study**

The scope of this study focuses on exploring the attitudes of EFL students towards the use of AI in English academic writing, identifying the potential benefits and challenges of using AI as perceived by EFL students, and examining the factors that influence their attitudes towards AI. The study will involve EFL students enrolled in academic writing course in the department of English Language Education UIN Ar-Raniry from batch 2019 who have access to AI tools.

#### **E. Significance of Study**

This study is expected to be beneficial for students, lecturers, and others.

##### a) Students

For students, it gives the opportunity to reflect their Academic writing experience and enables them to explore or expand their knowledge through English Academic writing skills.

##### b) Lecturers

For the English lecturers, it is expected this research helps them to get feedback from the students and can improve their teaching proficiency as well as for other researchers. The result of this research can be used as the reference for those who want to conduct a research in the same field.

##### c) For the Next Researcher

For the next researcher, this research can become a reference material for the next researchers who want to research writing problems that occur in students. This research can be used as a starting point for further investigation

#### **F. Key Terms**

##### a) Academic Writing

Academic writing is the style of writing used in academic contexts, such as essays, research papers, and dissertations (Swales and Feak, 2012). In the context of this study, academic writing specifically pertains to writing

in the English language. It is characterized by its formal tone, precise and concise language, and use of evidence and reasoning to support arguments. Academic writing also follows specific citation and referencing styles, such as APA, MLA, and Chicago, to give credit to sources and provide a clear trail of information for readers to follow.

b) Artificial Intelligence (AI)

Artificial Intelligence (AI) refers to the simulation of human intelligence processes by machines, including learning, reasoning, and self-correction (Russell and Norvig, 2010). In the context of this study, AI tools are used to assist EFL students in their academic writing. AI powered writing tools can assist writers in generating ideas, organizing information, and checking grammar and syntax. These tools use natural language processing (NLP) algorithms to analyze the content and structure of the text, and machine learning (ML) techniques to improve their accuracy over time. Some examples of AI-powered writing tools include Grammarly, Turnitin, and Quillbot.

c) Attitude

Attitude is how people's assess a specific thing, person, or circumstance and can be either good or negative. Attitude is a reaction to a situation or object that is positive or negative (Dwi, Astalini, Darmaji, and Ririn, 2019). In the context of this study, attitude refers to EFL students' opinions and beliefs about the use of AI in English academic writing.

## CHAPTER II

### LITERATURE REVIEW

This chapter presented a literature review of several essential theories that were chosen based on the research's need for a thorough understanding.

#### A. Academic Writing

##### 1. Definition of Academic Writing

Academic writing is typically used for presentations at conferences or for publications that are read by teachers and researchers. According to Akkaya (2018), academic writing is a step in the academic research process when scientists reflect on their experiences, observations, applications, and testing, among other things. Opinions in academic writing are organized and supported by evidence. Gillet (2009) said that among the different forms of academic writing are essays, theses, and research reports. It differs from fiction writing, which expresses the author's viewpoint on the subject. Academic writing is often used for publications that are read by teachers and researchers or presented at conferences (Lindsay, 2018).

Academic writing is the style of writing employed at colleges and universities, according to Oshima (2007). It differs from other forms of creative or personal writing, such as penning letters or emails to loved ones. It draws on real literature and examples from a variety of academic fields (Bailey, 2011). As a result, academic writing ought to be straightforward, literal, and explicit. According to Oshima (2007), academic writing is formal writing that must be brief, clear, and concise.

Academic writing is a type of text that opinions are structured and justified. Research reports, theses, and dissertations are examples of academic writing. Writing nonfiction doesn't express the author's opinion on the subject like fiction does. Academic papers are typically used to compare and contrast two ideas, explore potential solutions, present projects, summarize data, and conduct



experiments. The kind of writing that is employed in colleges is academic writing, claims Oshima (2007). Unlike other forms of creative and personal writing, such as letters and emails to families or friends, it is unique.

## 2. Types of Academic Writing

As a student in the academic field, we need to know about our text even before we start writing it. There are lots of guidelines, standards, and criteria that you must adhere to when writing in an academic setting. Bailey (2011) states that there are several styles for academic writing. There are six types of academic writing as follow:

a) Notes

Notes are the written record of the main points of a text or lecture, for a student's personal use.

b) Papers

Papers are the general term for any academic essay, report, presentation or article.

c) Projects

Projects are the piece of research, either individual or group work, with the topic chosen by the students.

d) Essays

Essays are the most common type of written work, with the title given by the teacher, normally 1000-5000 words.

e) Dissertation

Dissertation are the longest piece of writing normally done by a student (20,000+ words) often for a higher degree, on a topic chosen by the student.

f) Report

Report is a description of something a student has done e.g. conducting a survey.

Reporting about the research process is frequently included in these types of compositions. It's important to keep in mind that a variety of writing styles may be used in various academic works. According to Akkaya & Aydin (2018), the discipline is made up of many different elements, from the title of the work to its bibliography and writing-related traits including language, expression, and shape. We can more successfully communicate the ideas and arguments in a scholarly manner by understanding the various forms of academic writing.

### **3. Characteristic of Academic Writing**

According to Birhan (2015), academic writing in English is linear, correct, clear, and intelligible, which means it has one core idea or subject and each supporting paragraph advances the main point of the argument without being ambiguous or redundant. To distinguish between academic and personal writing, academic writing needs to have a number of characteristics. There are six basic characteristics of academic writing that Birhan (2015) claims are frequently discussed: complexity, objectivity, formality, explicitness, hedging, and coherence.

#### **a) Complexity**

Complexity is one of the features of academic writing. Comparatively speaking, written language is more sophisticated. Shorter written texts also have more sophisticated grammar, such as more subordinate clauses and passive voice (Simanskiene, 2005). More noun-based than verb-based sentences are employed. Additionally, unless they are sure in their ability, pupils should prioritize clarity and refrain from writing extremely complex phrases.

#### **b) Objectivity**

According to Oshima (2007), academic writing is more impersonal and objective. The information that the writer is trying to convey should receive the most attention. In addition, shifting from a subjective to an objective point of view is crucial when writing.

c) Formality

Formality is a requirement to be classified as academic writing in this context. According to Simanskiene (2005), writers should refrain from using contractions, colloquial language, tautologies, ambiguous language, and similes. Additionally, formality also refers to the avoidance of the personal voice and the use of technical, abstract vocabulary as well as sophisticated sentence patterns.

d) Explicit

An academic paper must have a clear introduction, body, and conclusion in order to be considered valid. Birhan (2017) said that the author must also achieve a sense of argumentation by presenting a sufficient number of opposing viewpoints. Academic writing also makes clear the connections between the text's relationships.

e) Hedge

Hedging is one of the other characteristics of academic writing. Hedging, as defined by Birhan (2017), is the linguistic usage of uncertainty and possibility. It is essential in scientific writing because claims are rarely given without judgments of truth.

f) Coherence

Last, one of the key elements of academic writing is coherence. Academic writing must have a natural transition of ideas, or it must effectively use linking words to connect concepts within and between sentences and paragraphs, as well as signposting terms to demonstrate how our argument develops (Birhan, 2017)

In conclusion, academic writing is a particular form of communication that is crucial for the dissemination of knowledge, scholarly debate, and the development of numerous academic disciplines. With or without the format, it's essential that each piece of academic writing be brief, exceptional, understandable, and presented in a certain order by guaranteeing coherence and cohesiveness among its subsections (Karyuatry, 2018). To effectively contribute

to the corpus of knowledge and participate in fruitful academic discussions, students, researchers, and scholars must master these qualities.

## **B. Artificial Intelligence (AI)**

### **1. Definition of Artificial Intelligence (AI)**

According to Jia (2009), artificial intelligence is an intelligent computerized machine can create a dialogue between human and machine in a natural way situation. Artificial intelligence, or AI, refers to the development of computer systems that can perform tasks that would typically require human intelligence to complete. Over the past few decades, AI has seen incredible advancements, from voice assistants in our smartphones to self-driving cars on our roads. As we continue to explore the possibilities of AI, it is essential to consider the benefits, challenges, and potential risks associated with this technology. Artificial Intelligence (AI) refers to the simulation of human intelligence processes by machines, including learning, reasoning, and self-correction (Russell and Norvig, 2010).

Furthermore, Dodigovic (2007) stated that artificial intelligence can diagnose some typical errors in foreign language learning such as writing. Artificial intelligence (AI) is a field of computer science and engineering that aims to create intelligent machines that can perform tasks that typically require human intelligence. AI has been one of the most rapidly growing and disruptive technologies of the past few decades. It has already had a significant impact on many industries, including healthcare, finance, transportation, and manufacturing, and is expected to continue to transform the way we live and work in the future. In addition, Woschank (2020) stated that info exchange uses the most recent information and communication technology (ICT), knowledge networks, actuators, sensors, and automatic identification and material pursuit technology referred to as machine learning (ML) are established.

Artificial intelligence has a wide range of applications, including expert systems, logical reasoning, games, knowledge representation, learning, robotics,

image vision, writing and speech recognition, person-machine interaction, understanding natural languages, multi-talented systems, planning de-constraints, linguistics Computing, neural networks, and others (De Kleijn, Siebert, & Huggett, 2017).

One of the key components of AI is machine learning, which involves training computer programs to learn from data rather than being explicitly programmed. AI apps and embodied social robots are used as teachers' aids, teachers and peer learning experts in schools around the world (Vasagar et al., 2017; cited in Edwards et al., 2018). This allows the programs to improve their performance over time as they are exposed to more data and refine their algorithms accordingly. Another important aspect of AI is natural language processing, which involves teaching computers to understand and interpret human language. This is used in applications such as voice recognition and chatbots, which can understand and respond to human speech.

Additionally, artificial intelligence (AI) has the power to increase collaborative learning and customize it in a variety of ways. The development of new abilities to produce digital competencies is strongly advised in the context of a society that has adopted AI. Software-based hardware, information and data literacy, communication and teamwork, the development of digital content, security, problem-solving abilities, and career-related competences are some of these talents (UNESCO, 2019).

## **2. The Challenges that faced by student of using Artificial Intelligence in Academic Writing**

Artificial Intelligence (AI) is a new way of thinking about cognition that is having a big impact on language research. (Goldstein & Papert, 1977), stated that most students today communicate via a mobile device. A student's daily life and a mobile phone or smartphone are inextricably linked. Artificial intelligence (AI) systems are capable of carrying out complicated tasks faster and with more accuracy than humans. For it to succeed and develop further, AI must overcome a

number of obstacles. We shall examine some of the most significant difficulties that AI is now facing in this post.

Artificial Intelligence-based mobile learning can also help to arouse the students' enthusiasm as well as motivation for continuous Learning (Uktolseja et al., 2020). Ethical issues are one of artificial intelligence (AI) biggest hurdles. AI systems can be employed for both beneficial and negative reasons as they develop in sophistication and capability. Data security and privacy present a huge additional hurdle for artificial intelligence (AI). The collection and storage of data must be secure and shielded from malicious assaults because AI systems rely largely on data to function. Making artificial intelligence (AI) comprehensible presents another difficulty for the field. Even for specialists, AI systems can be quite complicated and challenging to comprehend. Another issue is that there isn't enough variety in AI development.

The possible loss of jobs due to automation is another key concern for AI. The ability of AI powered systems to carry out tasks that formerly required human labor may result in job displacement. While automation can lead to the creation of new jobs, it is crucial to make sure that these opportunities are shared fairly and that employees are trained to work alongside robots. People are looking for new ways to increase their knowledge and understanding of mobile technology in settings outside of the classroom, which is very different from how such technology is used in schools (Avci et al., 2021; Sefton-Green et al., 2009). This is primarily due to the significantly increased ownership of mobile devices.

### **3. The Advantages and Disadvantages of using Artificial Intelligence in Academic Writing(AI)**

Artificial intelligence (AI) is one of the recent technological advancements. Norvig & Russell (2010) defined as the art of constructing computers capable of thinking and acting like humans or thinking and acting suitably. Reiland (2017) stated that it “depicts computerized systems that reenact cognitive capacities associated with the human personality, for example, learning and

critical thinking”. Artificial Intelligence (AI) has come a long way since its inception, and it has become an essential part of modern life. What is more, AI refers to computer science and machines that develop intelligence, such as humans (Almutairi, 2020).

#### Advantages of Artificial Intelligence:

- 1) **Productivity and Efficiency:** By automating certain parts of the writing process, AI systems can help students save time. For example, AI-powered grammar checkers and proofreading software can find and fix mistakes rapidly, freeing up writers to concentrate more on creating content.
- 2) **Improved Writing Quality:** AI tools are able to offer comments on the organization, coherence, and clarity of scholarly publications. AI can assist authors in producing more polished and cohesive work by assessing the text and making recommendations for improvements in language use, organization, and logic.
- 3) **Customized Learning:** With the use of AI, educational systems can adjust lessons to meet the needs of each unique learner. AI algorithms can suggest tailored activities, tools, and feedback to assist students develop their academic writing abilities by evaluating their learning preferences, areas of strength, and areas of weakness.

#### Disadvantages of Artificial Intelligence:

- 1) **Dependence on the Technology:** Students who rely too much on AI tools may fail to cultivate their own writing and critical thinking abilities. This may eventually make it more difficult for them to come up with novel concepts and arguments.
- 2) **Possibility of Plagiarism:** If students fail to appropriately credit or cite their sources, AI-generated material or phrase suggestions may unintentionally result in plagiarism. Students using AI-generated content run the risk of not comprehending it completely or not giving it the proper credit.

- 3) **Loss of Creativity:** Artificial intelligence has the potential to hinder creativity, even while it can help with citation, grammar, and structure. Pupils who rely too much on AI recommendations may produce formulaic or generic writing that lacks creativity.

In the end, there are a lot of advantages and disadvantages to artificial intelligence. While AI systems have the potential to be extremely accurate and efficient, they also pose a security risk and may result in job displacement. As AI continues to play a larger and larger role in modern life, it is crucial to carefully weigh its benefits and drawbacks.

## **C. Attitude**

### **1. Defining Attitude**

Attitude can be described as a psychological concept encompassing a person's mental and emotional disposition, which shapes their thoughts, feelings, and beliefs. It constitutes a combination of emotions, beliefs, and actions directed towards specific objects, individuals, events, or ideas. Al Noursi (2013) defined attitude as psychological tendency which can be done by evaluating a particular entity with several degrees of favor or disfavor. This multifaceted phenomenon significantly influences human perception and reactions to the world around, reflecting values and convictions. Mensah et al. (2013) proposed that attitude as a concept focuses on how an individual thinks, acts, and behaves.

Attitude is a complex construct shaped by an individual's interactions with social objects and events. Various factors influence attitudes, including emotions, knowledge, experiences, and underlying motivations. These factors are products of dynamic interactions influenced by the current environmental conditions. According to Walgito (2003), attitude represents a person's way of thinking and behaving towards someone or something. Since attitudes are fundamental to psychology, the idea of attitudes is connected to various facets of psychology. It is an expression of psychology as well. Experts in psychology and education have proposed a variety of definitions of attitude.



Seel (2012) suggested that attitudes pertain to individuals' predisposition or inclination to assess an object or its symbolic representation in a specific manner. These attitudes constitute a crucial psychological construct that profoundly influences human behavior and the decision-making process. They can take on positive, negative, or neutral forms and exert a substantial impact on how individuals perceive, interpret, and react to different stimuli in their surroundings.

According to Langat (2015), attitude can be described as a psychological inclination that arises from a person's experiences and shapes their perspective on various situations, objects, and individuals, influencing their responses in either positive or negative, favorable or unfavorable ways. Fatonah (2014) also explained that attitude refers to the inclination to act, achieve, think, and feel when encountering various objects, ideas, situations, and values. It plays a significant role in how individuals perceive and respond to the world around them, impacting their decision-making processes and overall behavior. Attitudes are considered an essential aspect of human psychology and have implications in various domains, including education, social interactions, and personal development.

By understanding attitudes in students' learning process, especially in academic English writing, students' attitudes has positive influence on their academic performance and learning outcomes. Nordin and Ling (2011) argued that students' attitude plays a pivotal role in attaining success in mastering subjects and improving academic achievements. A positive attitude towards the learning process can significantly impact the effectiveness of the learning experience. According to Veloo, Nor, and Khalid (2015), students with a positive attitude towards learning can experience enhanced academic performance and achievement. The importance of attitudes in the language learning processes is also supported by Popham (2011) who considers that the attitude which is included in the affective domain is important because of its influence on students' future behavior.

## 2. Types of Attitude

Attitudes play a crucial role in one's approach to challenges, enabling them to overcome obstacles and achieve their learning objectives successfully. Attitude, as defined by Harrel (2005), refers to a consistent predisposition to react in a particular manner, which can be either positive or negative, towards a given subject or social object. Each individual possesses their own unique attitude towards learning, and these attitudes can vary widely among people. As emphasized by Montano, cited in Abidin (2012), attitudes are influenced by an individual's beliefs regarding the outcomes or attributes associated with a specific behavior. When someone strongly believes that engaging in a particular behavior will yield positive results, they are more likely to exhibit a positive attitude. Conversely, if they hold strong beliefs that the behavior will lead to negative outcomes, their attitude towards it tends to be negative.

Individual attitudes towards learning English writing are diverse and influential in determining how individuals approach the learning process. These attitudes act as lenses through which people perceive and respond to academic educational experiences. According to Mensah et al. (2013), attitudes can be shaped through experiences, whether positive or negative. These experiences play a significant role in influencing how individuals perceive and react to various aspects of life. Khoir (2014) further emphasizes that language attitudes often lie between thoughts and actions. This means that individuals with a positive attitude towards a language are likely to exhibit positive behavior towards it. However, when there is disconnect between a positive attitude and negative behavior, it is referred to as a gap, indicating a difference between what individuals think and how they actually behave. This phenomenon is commonly observed when students' attitudes do not align with their actions.

In short, attitudes are influenced by experiences, both positive and negative, which shape how individuals perceive and react to different aspects of life. A gap can occur when there is a discrepancy between positive attitudes and negative

behavior. Building on this notion, Kara (2009) highlights that students who hold positive beliefs about language learning are more likely to develop more positive attitudes towards the process of language acquisition. Students' beliefs about their English learning process further impact their attitudes, with positive beliefs fostering more favorable attitudes and negative beliefs leading to potential difficulties in the learning process, classroom anxiety, and reduced academic achievements.

### **3. Measuring Attitude**

Measurement is the practice of quantifying or giving a numerical value to a specific trait or property in a variety of domains. Measuring attitudes is a crucial aspect of understanding human behavior and decision-making processes. Various methods have been developed to assess attitudes across different domains. Dewi Gayatri (2004), said that someone attitude cannot be measured as easily as other objective variables, such as blood pressure. Measuring attitudes is not a straightforward task, but rather a complex and multifaceted process that encompasses various aspects. An attitude is a tendency to favor or detest that thing, usually having approach or avoidance implications.

Based Dewi Gayatri (2004), There are three different techniques for measuring attitudes: through interviews, observations, and questionnaires. First, interviews are the list of inquiries that were addressed directly to the respondent. The drawback of this approach is that respondents frequently feel nervous to respond to questions, which may cause the results to differ from reality. Second, observation is carried out by seeing someone's behavior in relation to an attitude object. This technique is challenging to apply since people often try to control their behavior when they are aware that they are under observation. The last, questionnaire is used by measuring certain values in the attitude object in each statement. Each respondent expresses their level of agreement or disagreement with the claims presented in this section.

Finally, attitude measurement has tended to be of only peripheral importance to researchers. The measurement of attitudes is a complex and multifaceted process that involves psychometric issues and methods, as well as considerations related to content validity and scaling. According to Dolores et al. (2014), attitude is measured with a single question with straightforward wording and structure and the noticeable variation in methods indicates that there may not always be a single best method for achieving reliable measurement. All measures of attitude rely on the attitudes being expressed in overt responses, whether verbal or nonverbal. Measurement attitudes can affect how people interpret and apply measures in their daily lives or in their work.

#### **D. Technology Acceptance Model (TAM)**

The Technology Acceptance Model (TAM) is a model that has been used to technology adoption. This model was introduced by Fred Davis in 1986. Fred Davis (1986) said that TAM is a theoretical model that specifies the factors that determine the acceptance and use of a technology by individuals. TAM is a theory of action that is based on the idea that a person's reactions and views regarding something will determine their attitudes and behavior. The reactions and views of the users will influence their attitudes when they adopt the technology. There are 3 criteria that affect how well a system is used: perceived usefulness, perceived ease of use, and intention to use.

##### **1) Perceived Usefulness (PU)**

Perceived Usefulness is a level of acceptance where a user thinks that making use of the technology will enhance his productivity. According to Adhipura (2015), perceived usefulness refers to a user's belief in the usefulness of a technology or system, specifically how much they think it will help them perform better at work. The user must feel that there is a favorable use-performance link for the system to have a high perceived usefulness.

## **2) Perceived Ease of Use (PEOU)**

Perceived ease of use is the degree to which a person anticipates that utilizing a technology would be effortless. According to Adhipura (2015), perceived ease of use is the extent to which users believe that a technology or system may be used freely and easily to solve a given issue. Intensity of use and user-system interaction can also be used to gauge usability.

## **3) Behavioral Intentions (BI)**

Behavioral Intentions (BI) is an important component in Technology Acceptance Model (TAM) theory, which posits that an individual's desire to use a technology is determined by their perceived usefulness and perceived ease of use of the technology. Adhipura (2015) claims that Behavioral Intention is a behavioral propensity to keep using a technology. Behavioral Intention is the term used to describe a person's propensity to engage in a particular behavior in the future, such as utilizing new technologies.

## **E. Previous Studies**

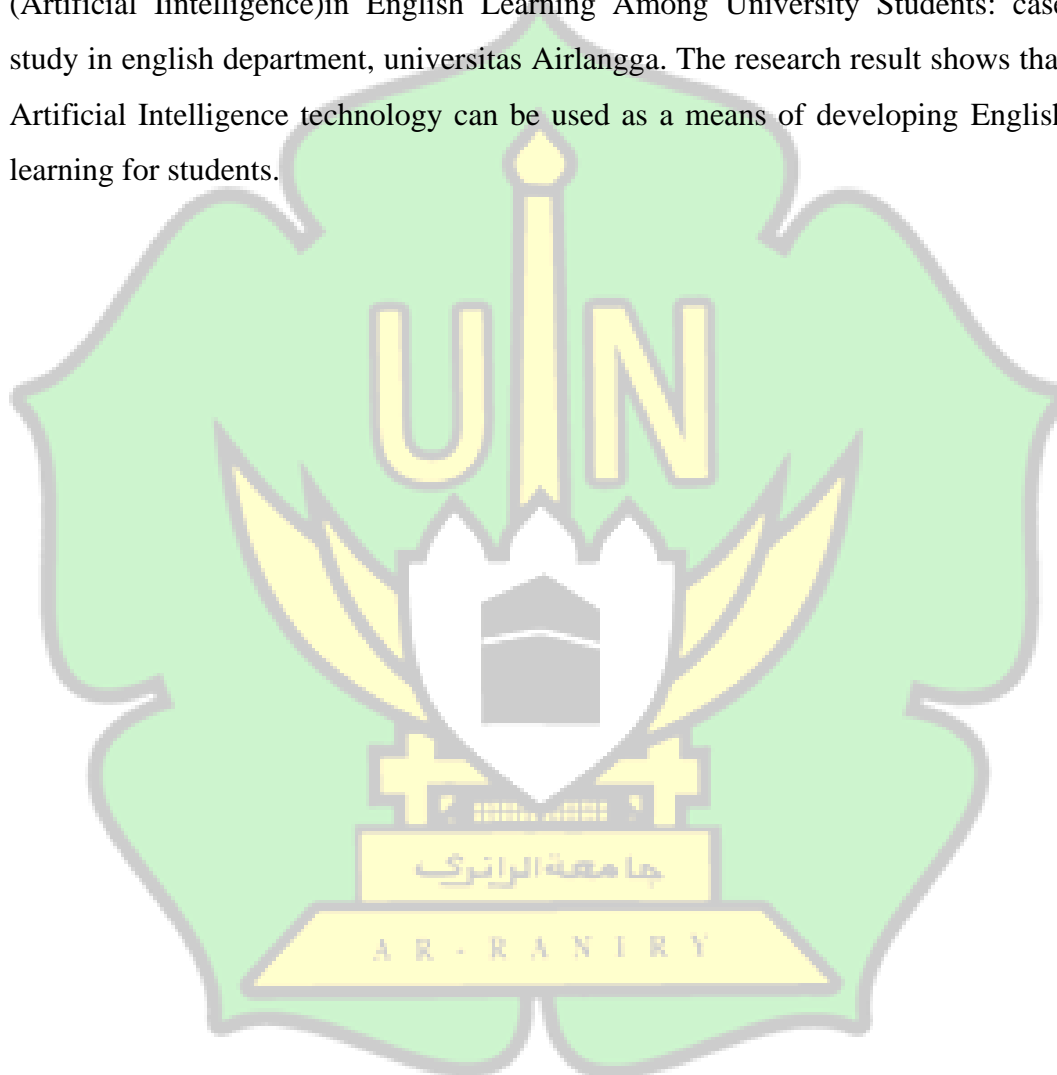
The researcher discovered some studies that discuss about EFL students' attitude on the use of artificial intelligence in academic writing, as follows:

First, Ali et al (2018) conducted research entitled Students' Attitudes Toward the Use of Artificial Intelligence Siri in EFL Learning at One Public University. The researcher attempts to examine the perceptions of students on the use of artificial intelligence SIRI in English language learning in the classroom in the tertiary level. In their research found that with AI students can work more independently and acquire a foreign language. Because students can write clearly and precisely so that AI can comprehend them, AI is an excellent tool to help students learn other languages like English.

Second, Dian et al (2022) conducted research entitled Students' Perceptions of the Use of AI in a Writing Class. The research results showed that the students had positive perceptions towards the use of the AI app. They claimed that AI were

using could guide them through the writing process, help them comprehend the theoretical ideas, and teach them the terminology and syntax they would need to write. This study indicates that AI technology may benefit EFL students in light of these favorable perceptions.

Third, Dewi et al (2021) conducted research entitled The Use Of AI (Artificial Intelligence)in English Learning Among University Students: case study in english department, universitas Airlangga. The research result shows that Artificial Intelligence technology can be used as a means of developing English learning for students.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter elaborates on the design of the research methodology. It discusses the detail of the research design, population and samples, technique of data collection and data analysis.

#### A. Research Design

Research design is a plan and procedure for research that involves decisions from vast assumptions to detailed methods of data collection and analysis (Creswell, 2014). Based on the topic of the study, this research is about an investigate EFL students' attitudes on the use of artificial intelligence (AI) in English academic writing and the perceived benefits and challenges associated with the use of AI in academic writing. In this study, the researcher used qualitative research as the methodology of collecting and analyzing the data. Qualitative research is also a good methodology for conducting the study in a natural setting (Khan, 2014).

The data was obtained through semi-structured interviews with chosen students studying English at UIN Ar-Raniry Banda Aceh. The research process involves posing interview questions, gathering data in the participant's environment, inductively analyzing the data while moving from specifics to broad themes, and the researcher making interpretations of the meaning of the data. The purpose of the researcher using qualitative is because qualitative research can explain and describe in more depth about the EFL students' attitude on the use of artificial intelligence in academic writing.

#### B. Research Participants

##### 1) Population

The population of this study was 170 students of English Language Education Department (PBI) of UIN Ar-Raniry from batch 2019 at Universitas Islam Negeri Ar-raniry Banda Aceh. Population is the group where samples are

taken. It could be a collection of individuals or perhaps objects that becomes the main theme of a scientific query (Cohen, 2000).

## 2) Sample

In selecting the sample for this study, the researcher used random sampling. For this research, the researcher used random sampling technique to find suitable participants for this research. Simple random sampling is the random selection of a small segment of individuals or members of an entire population. This provides each individual or member of the population with an equal and fair probability of being selected (Etikan, 2016). Furthermore, based on random sampling technique used, the researcher decided 3 criteria for the research participants, that are:

- 1) The 2019 batch of students from the Department of English Language Education at UIN Ar-Raniry.
- 2) Students who have already used Artificial intelligence.
- 3) Students who have taken academic writing class.

As for the number of participants, the researcher chose to select 10 participants because the sample size used in this study already adequately reflected the entire population. The participants were asked to respond to 7 questions based on their ideas and experiences. 10 participants who had utilized artificial intelligence to study academic writing in English were interviewed by the researcher.

### C. Method of data collection

This study used interview as the method. Interview is a tool which is defined as a person-to-person structured conversation for getting a depth data that has to be collected (Griffie, 2012). Specifically for this research, the researcher used semi-structured interviews because it allows both clarification and follow-up questions to get information from the person being interviewed. Semi-structured interviews offer a more adjustable approach during the interview as it provides the interviewees the flexibility in answering the prepared questions (Tod, 2010).



There were 7 questions total, divided into 2 subjects. The first several questions asking about participants' attitudes toward using artificial intelligence as one of the supporting tools for enhancing students' writing. The last questions focused on features of academic writing that artificial intelligence could enhance. The interview was conducted in English and tape-recorded. the researcher took the notes sustainably. Each of the interview took about 7-10 minutes.

#### D. Method of data analysis

The results of data collection were analyzed based on Creswell's (2009) framework of qualitative data:

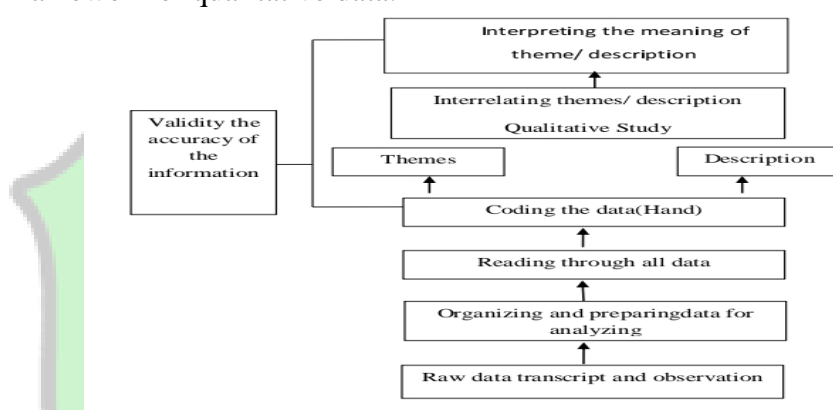


Figure 1 : Flow Chart

To analyze the data, the researcher need to read the transcripts several times to be familiarized with the file, then code the transcript into certain themes. Then, each answer to the questions will be provided as the primary data to help the researcher in summarizing their detail explanation into a good description (Griffie, 2012). As the interview questions were divided into two topics, which are to explore the attitudes of EFL students towards the use of AI in English academic writing, and to identify the potential benefits and challenges of using AI in English academic writing as perceived by EFL students.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

The research findings and discussion are covered in this chapter. To determine the research conclusions, the interview data would be examined. The interview investigated the EFL students' attitude on the use of Artificial Intelligence in Academic writing. The research question are: How are the attitude of EFL students towards the use of AI in English academic writing and what are the perceived benefits or challenges of using AI in English academic writing.

#### A. RESEARCH FINDING

##### 1. EFL Students' Attitudes on the use of AI in their academic writing

After analyzing the transcripts of the interview through thematic analysis, all EFL students had positive attitudes on the use of AI in academic writing.

“I think AI can really help in improving our academic writing, because AI can correct where our mistakes are in writing, so we can learn from our mistakes and we can also know where we have to improve.” (P8:AK)

In the pursuit of enhancing writing proficiency, particularly in academic contexts, all students resort to various mediums or tools to facilitate their learning process. The rationale behind this lies in the desire for a quick and efficient way to acquire knowledge. In today's technological age, students can instantly achieve this through the utilization of AI, a product of modern technology that serves as valuable support in their academic writing endeavors.

“Yes, I use AI, because the use of Artificial Intelligence really helps me in writing my thesis.”(P1:AY)

The feedback from interviews with EFL students who have incorporated AI into their academic writing indicates overwhelmingly positive outcomes. All student express agreement on the positive impact of AI, viewing it as a beneficial tool for improving their writing abilities. According to P1, this AI is particularly

helpful in the thesis writing process. AI has enhanced her writing skills by aiding in the development of ideas and arguments.

“Yes, it can improve my writing skills. Because I can elaborated my idea with the argument from AI.” (P9:ZR)

A noteworthy aspect of AI is its intelligent program that identifies and corrects English mistakes made by students. The awareness of these mistakes enables improvement and further learning. Additionally, the positive attributes of AI, emphasizing its user-friendly nature and flexibility, allowing students to utilize it anytime and anywhere. In summary, the collective sentiments of these students indicate that AI has a positive impact on their academic writing, with an overall positive attitude towards its usage. The incorporation of AI in the learning process is seen as advantageous, providing students with efficient support and fostering improvement in their writing skills.

## **2. EFL Students’ perceived benefits of using AI in their academic writing.**

After analyzing the transcripts of the interview through thematic analysis, several themes about EFL students’ perceived benefits on the use of AI in academic writing can be categorized: Improving grammar, assisting in sentence construction, assisting in text paraphrasing, enhancing vocabulary, assisting in finding topics, time efficacy.

### **1. Improving grammar**

In academic paper writing, particularly in English, a crucial aspect that students must be proficient in is grammar. It is imperative for them to possess the skill to express ideas with grammatical accuracy. In the contemporary era of advanced technology, numerous tools are available to assist English as a Foreign Language (EFL) students in enhancing their grammar skills for academic writing. Among these tools, Artificial Intelligence (AI) stands out as a valuable resource capable of providing effective support in refining grammar proficiency.

“Yes, I use Artificial Intelligence in my academic papers. For example, Grammarly, which auto-corrects our grammar sentences.” (P8:AK)

According to the interview findings, certain participants affirmed the positive impact of Artificial Intelligence (AI) in assisting them in enhancing their grammatical skills for academic writing. Notably, students emphasized the use of tools like Quillbot or Grammarly, citing it as a valuable aid in checking and improving grammar. By employing Quillbot or Grammarly as a writing assistant, these students found that their thesis writing significantly improved in terms of grammatical accuracy. This underscores the practical application of AI tools in supporting individuals in their academic endeavors, particularly in the realm of refining language and grammar proficiency.

## ***2. Assisting in sentence construction***

Using AI for composing sentences and paragraphs in English writing can be a valuable asset, but it is essential to possess a strong grasp of the original content. It is important to recognize that while AI can aid in the construction of sentences and paragraphs, it should not be considered a substitute for the cultivation of proficient writing skills and domain expertise. These elements impact comprehension differently and are not easily interchangeable.

“My sentences become more beautiful but usually I make it myself first and then enter it into AI.” (P2:AZ)

Based on interview findings, several respondents affirmed the perceived benefit of AI in assisting them with sentence and paragraph formation in English writing. Specifically, students highlighted the significant role of AI as a helpful tool in shaping coherent sentences and well-structured paragraphs. This aspect proved immensely beneficial in their English learning journey, facilitating effective expression through proper sentence and paragraph organization. Furthermore, students acknowledged the substantial contribution of Grammarly, an AI tool, as a learning aid for English. They noted its role in helping English learners grasp the fundamental structure of English sentences.

### ***3. Assisting in text paraphrasing***

In the realm of writing, particularly in academic contexts, mastering the skill of paraphrasing is imperative for both writers and students. This skill is essential because when incorporating information from sources such as journals or books, individuals are required to articulate the content in their own words or present it in a distinct language on their papers. Developing proficiency in paraphrasing not only ensures compliance with ethical writing practices but also enhances the overall quality of the written work. This capability enables writers and students to convey information effectively while demonstrating a nuanced understanding of the subject matter.

“Yes, I use Artificial Intelligence in my academic papers. For example, and quillbot for paraphrasing texts.” (P8:AK)

Based on the findings, students expressed the view that AI offers valuable assistance in the task of paraphrasing texts. Specifically, they highlighted the utility of QuillBot, a tool frequently employed by students for paraphrasing during the creation of academic papers or assessments. QuillBot serves as a useful resource in helping students rephrase content in a manner that maintains the original meaning while presenting it in a different wording or structure. Students find it particularly beneficial when striving to avoid issues related to plagiarism or when seeking to express ideas in a manner that aligns with their individual writing style. This tool not only streamlines the paraphrasing task but also contributes to the development of effective writing skills by encouraging students to engage with and manipulate language in various ways.

### ***4. Enhancing vocabulary***

Although AI serves as a tool for paraphrasing text, it also has the added benefit of introducing students to words that are less commonly used in their everyday conversations. P6 and P9 students concurred that AI plays a significant role in enhancing their English proficiency, particularly in writing. They

emphasized that this impact is most notable when exploring materials or seeking information on topics related to their writing assignments.

“AI also provides the words that I never know before, so AI helps me in increasing new vocabularies”. (P4:FA)

In practical terms, as students engage with AI tools while researching or generating content, they frequently encounter unfamiliar words. This exposure to a broader vocabulary contributes to the expansion of their linguistic repertoire, fostering a deeper understanding of the language. The consistent encounter with less common words not only enriches their writing but also has a positive effect on their overall language proficiency.

##### ***5. Assisting in finding topics***

When it comes to writing, individuals, particularly students, often face challenges in generating ideas or selecting appropriate topics. This difficulty is particularly evident in academic writing, where students may struggle to determine what to write due to limited perspectives on their chosen subjects. The outcome is often subpar written work because, despite having numerous ideas, they find it challenging to effectively translate these thoughts into written form.

“It really helps me to improve my writing, because this AI has advantages that help in the writing section or to find writing materials and so on. (P1:AY)

The findings show that a majority of participants expressed a consensus that artificial intelligence (AI) could play a pivotal role in aiding them to discover suitable topics and gather relevant materials for their writing endeavors. Participants, particularly students highlighted instances where the writing process could be hindered by unclear and limited ideas. In such situations, the integration of AI was perceived as beneficial, providing additional information and materials that enhanced the overall quality of their writing. This sentiment was echoed by P4 students, specifically in the context of thesis work, where AI capacity to identify materials and topics related to the problem at hand was recognized as a

valuable asset. In essence, these students acknowledged that leveraging AI could significantly contribute to the improvement of their writing processes.

### **6. Time efficacy**

The prevailing sentiment among students is a shared belief that increased speed and ease in completing assessments or theses are highly beneficial. The findings suggest a consensus that artificial intelligence (AI) contributes significantly to making the writing process more efficient. One participant explicitly asserted that AI has the capacity to expedite the work involved in writing, deeming it highly helpful.

“AI already provides some of the benefits that I think increasing efficiency, improving the accuracy of my academic writing.” (P5:NA)

Furthermore, another student emphasized that the primary reason for utilizing AI is its ability to enhance writing efficiency and accuracy, making the overall process quicker and more straightforward. In essence, the students express a desire for tools that facilitate a more streamlined and time-effective approach to writing. The acknowledgment of AI role in expediting tasks and improving the overall writing process underscores its perceived utility in the academic context, where time constraints and the demand for accuracy are paramount. The emphasis on efficiency highlights how students value tools that not only aid in idea generation but also contribute to the expeditious execution of writing tasks.

### **3. EFL Students’ perceived challenges of using AI in their academic writing.**

After analyzing the transcripts of the interview through thematic analysis, several themes about EFL students’ perceived challenges of using AI in academic writing can be categorized: Create laziness, creating dependency, uncreative information, and plagiarism.

### ***1. Create laziness***

The significance of technology often lies in its dual nature, acting as both a helpful resource and a potential threat, with the latter manifesting in negative impacts. One such adverse consequence of AI use among students is the risk of fostering laziness in learning and hindering the improvement of their abilities. The interview findings reflect a consensus among participants, specifically who acknowledged that AI has the potential to induce this negative impact on both themselves and their peers. Consequently, students face the challenge of navigating this technology with wisdom and discernment to mitigate the risk of complacency and ensure a proactive and engaged approach to learning.

“On the negative side, yes, maybe it will make students easy to copypaste and make them lazy to explore more.” (P1:AY)

In essence, the interviewees recognize the dual-edged nature of AI, highlighting the imperative for students to use technology judiciously. While AI presents opportunities for assistance and efficiency, students must remain vigilant against the pitfalls of overreliance that could lead to diminished motivation and skills development. The challenge, therefore, is to strike a balance between leveraging the benefits of AI and maintaining a proactive and engaged stance toward their own educational journey.

### ***2. Creating dependency***

In alignment with the previously mentioned challenge, students share similar perspectives regarding the utilization of AI in their academic writing.

“This makes students effortless to learn and try. In the end, they will depend on the tools.” (P10:RF)

Their viewpoints converge on the idea that the convenience offered by AI, making processes easier and faster, could inadvertently lead to students becoming lethargic in their approach, fostering a dependency on these technologies. In essence, these students caution against the potential downside of relying too



heavily on AI tools, emphasizing the risk of reduced motivation and a sense of dependence emerging as a consequence of the ease and speed with which AI supports their academic processes.

### ***3. Unnatural language/information***

This challenge, in essence, is not an inherent flaw in AI but rather a reflection of its design. AI operates by analyzing accumulated human data, and as a result, its outputs are inevitably constrained by the limits of the data it has been trained on. It's essential to recognize that AI is not a human; it is a technological creation. While its programming is structured to mimic human thought processes, it can never fully replicate the intricacies of human thinking. This understanding is emphasize that AI falls short in providing authentic information and thinking creatively.

“Sometimes the topics is not relevant to the discussion we are looking for, so that’s the weakness.” (P4:FA)

As both participants underscore, it becomes a challenge for students to exercise discernment and not simply accept information from AI without proper scrutiny. The imperative here is for students to recognize the inherent limitations of AI, particularly its inability to generate truly authentic or creative insights. This underscores the importance of cultivating critical thinking skills among students to independently evaluate and filter the information provided by AI. In essence, while AI can be a valuable tool, it should not replace the nuanced and discerning intellect of a human mind.

### ***4. Plagiarism***

Indeed, the origin of AI from internet-based data does pose a notable challenge, particularly in terms of the tendency toward plagiarism. This concern is highlighted that the utilization of AI tools can lead to issues of plagiarism in writing. Given that AI draws extensively from online data sources during its learning and training processes, there is a risk that the generated content may

inadvertently replicate or closely resemble existing material available on the internet.

“I have difficulties in using AI because there are no sources listed and it allows to plagiarism.” (P4:FA)

This underscores a critical challenge for students, urging them to be vigilant about the potential plagiarism concerns associated with AI-generated content. It emphasizes the importance of maintaining academic integrity and using AI as a complementary tool rather than a sole source. Students must be aware of the need to cross-reference and validate information obtained from AI to ensure the originality and authenticity of their work, mitigating the risk of unintentional plagiarism.

## **B. DISCUSSION**

The previous section evaluated the data, and this section presents the findings based on the research questions, as well as compare and contrast them with previous research findings. This study delves into the perspectives of EFL students regarding the incorporation of Artificial Intelligence (AI) in academic writing. Additionally, it examines the advantages and obstacles encountered by students in utilizing AI for academic writing tasks. The discourse encompasses a comprehensive exploration of the benefits and challenges, aiming to elucidate their impact on students' attitudes towards the integration of AI in academic writing processes.

- 1. How are the attitudes of EFL students towards the use of AI in English academic writing?*

The research finding showed that all students interviewed acknowledged employing AI as a valuable aid in their writing endeavors. The overwhelming consensus among the students was a positive attitude towards the incorporation of AI into their academic writing practices. This positive sentiment arises from the perceived constructive impact of AI on their learning processes. Specifically, AI

serves as a multifaceted tool that assists students in evaluating their writing abilities. It achieves this by identifying and correcting structural and grammatical errors, generating ideas, suggesting topics, and providing relevant materials. This comprehensive support empowers students to evolve and refine their writing skills effectively.

These favorable attitudes observed in the students align with a study conducted by Sumakul et al. (2022), which demonstrated that EFL students harbor positive perceptions and attitudes toward the integration of AI in their writing classes and also increased students' confidence in their writing activities. Moreover, students highlighted the efficiency that AI brings to their writing experiences. The ease of operation and accessibility of AI tools emerged as key factors contributing to enhanced efficiency in the writing process. The streamlined correction of errors, coupled with AI's capacity to facilitate idea generation and topic exploration, contributes to a more enjoyable and rewarding writing experience for students.

2. *What are the perceived benefits and challenges of using AI in English academic writing?*

Nowdays, AI brings numerous positive impacts to students across various educational aspects, significantly influencing their academic journeys and enhancing their capabilities. According to Zhang et al. (2021), AI is specifically designed to align with the cognitive abilities of students, highlighting its seamless usability and efficiency in catering to their needs. The study emphasizes the accessibility of AI, making it a valuable tool for students. Additionally, Kim (2019) affirmed that AI chatbots contribute to the enhancement of students' grammar skills, surpassing the performance of human-led groups. Tran and Nguyen (2022) emphasized that AI significantly bolstered various facets of academic writing skills among EFL students. Those who utilized paraphrasing interventions exhibited enhancements across multiple dimensions of writing,

encompassing task execution, citation practices, sentence structure, spelling, and vocabulary utilization.

Besides all those benefits, AI also have disadvantages that could be challenges for EFL students on using this tool for their academic writing endeavors. Bailey and Withers (2018) observed a prevalent tendency among English language learners to excessively depend on AI tools, resulting in content that may exhibit similarity and lack natural language usage. Rogerson and McCarthy (2017) emphasized the significance of correctly attributing original authors and cautioned against students improperly using AI without appropriate acknowledgment. Ansorge et al. (2021) highlighted that texts generated by AI may suffer from deficiencies in language quality and contain inaccuracies in terminology. Moreover, the improper use of AI by students to rephrase someone else's work and present it as their own poses a potential threat to academic integrity (Roe & Perkins, 2022).

The interview result indicated that all the participants of the English Department agreed that AI is helpful for them in assisting them in the process of academic writing. This is line with Alammar and Amin (2023) who claimed that AI is useful for EFL students in helping them write their academic writing. The students claimed that AI is helpful for them improving their grammar. This result had similarity with the study by Kim (2019) above who affirmed that AI chatbots contribute to the enhancement of students' grammar skills. The students also stated that AI is benefecial for them in assisting in sentences construction. This result also similar with Fitria (2021) who said that AI may enhance students' writing quality by employing a variety of strategies, such as using synonyms, modifying word forms, using active/passive sentences, and changing word order.

Furthermore, Yan (2023) found that AI automated paraphrasing tools helped students organize their text, simplify information, and broaden their conceptual understanding. This result suitable with the result finding that showed most of students using AI in paraphrasing their texts. Paraphrasing the texts from the

sources and write down by their own. With this AI, it made them more confident in findings lot of references that need as the support of their written papers, especially in their academic writing.

Another revelation demonstrated the positive impact of AI on enriching students' English vocabulary. A significant number of students incorporate AI tools into their writing processes, not only for the efficiency it provides but also for the constructive influence on their vocabulary. This use of AI is noted for contributing positively to the expansion of their linguistic skills. This finding is supported by Polyzi and Moussiades (2023), who contend that by employing AI technologies, students' vocabulary can be improved because the terms displayed are not commonly used by students.

AI technology also can assist students in locating subjects or materials related to what they wish to write about. According to Woo and Guo (2023), AI can stimulate students' creativity and idea generation since AI will provide many aspects connected to the problem to be observed. Besides, this tools also could make students doing their works more efficient and productive. AI, especially automatic paraphrasing tools played a pivotal role in enhancing the writing proficiency of English as a Foreign Language (EFL) learners who grappled with meeting established writing standards (Chen et al., 2015).

Despite the numerous positive aspects and advantages of AI for students, there are also challenges associated with its use in the academic writing process. The primary challenge identified in the findings is that AI has the potential to foster laziness among students. The ease and immediacy with which students can access information through AI may lead them to become complacent and less inclined to explore alternative resources or learn from diverse perspectives. This poses a challenge for students aiming to enhance their abilities, particularly in the realm of learning English writing.

The current research finding aligns with the conclusions drawn by Ahmad et al. (2023) in their study, highlighting that AI technology can contribute to a

decline in human decision-making capabilities and foster a sense of laziness. This correlation underscores a consistent theme across different studies, emphasizing the potential negative impact of AI on human motivation and engagement in decision-making processes. The findings collectively suggest a need for cautious consideration of the implications of AI use, recognizing both its benefits and the challenges it may pose to human behavior and decision-making.

According to English department students, another notable impact of AI on their academic journey is the development of a dependency on the technology. The instantaneous nature of AI tools facilitates swift completion of tasks, leading students to rely heavily on these tools. This observation is in line with the findings of Salah et al. (2023), who similarly affirmed that a significant number of students utilizing AI chatbots tend to develop a dependency on them. This consistency in results across different studies underscores the prevalent issue of dependency arising from the convenience and efficiency offered by AI tools, prompting a need for thoughtful consideration of its role in academic settings.

Furthermore, nearly all students asserted that AI tools lack natural language proficiency when delivering information. In practice, the information provided often tends to be out of context in relation to the specific problem they are attempting to address. This issue poses a challenge for students, necessitating a more discerning approach in utilizing these tools. This outcome resonates with the findings of Bailey and Withers (2018), who observed a prevailing tendency among English language learners to overly depend on AI, leading to content that may lack natural language usage and exhibit a resemblance in structure and expression. The parallel between these findings underscores the importance of addressing the limitations associated with natural language expression in AI tools.

The final discovery indicates that these tools have a tendency to encourage plagiarism among students. The improper use of AI tools, where students may rephrase someone else's work and present it as their own, poses a significant threat to academic integrity (Roe & Perkins, 2022). This misuse underscores the

importance of addressing ethical considerations and promoting responsible use of AI tools to maintain academic honesty.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

After conducting the research, this chapter presents the conclusions of this study and offers some suggestions. This chapter is divided into two parts, the first part contains the conclusions on what the EFL students' attitudes and perceived benefits and challenges on the use of AI in their academic writing, and the second part contains suggestions for further research on the related topic.

#### A. CONCLUSION

The data obtained based on the two research questions provided two main conclusions: EFL students' attitudes on the use of AI in their academic writing and what they perceived benefits and challenges on the use of AI in their academic writing.

In addressing the first research question through discussions, As elucidated in the earlier section detailing the findings, it is apparent that all students exhibited positive attitudes towards the utilization of AI in their academic writing endeavors. This optimistic stance is directly attributed to the positive influence of AI on their writing processes, leading to a notable improvement in their abilities throughout their academic writing journey.

The exploration of the second research question focused on understanding the perceived benefits and challenges of utilizing AI technology as a support mechanism in the writing process. The findings revealed it is evident that students identified six advantages associated with the utilization of AI in their academic writing. These benefits encompass improving grammar, assisting in sentence construction, assisting in text paraphrasing, enhancing vocabulary, assisting in finding topics, time efficacy. However, the students also acknowledged several challenges associated with operating AI, such as the potential to induce laziness, laziness, creating dependency, uncreative information, and plagiarism.



In light of the discussion results, while a majority of students expressed positive attitudes toward the use of AI in their academic writing endeavors, the findings underscore the importance of students being discerning and wise in their approach.

## **B. SUGGESTIONS**

The analysis of the findings and subsequent discussions has led to several recommendations. Firstly, it is suggested that instructors should offer increased guidance, specifically in the application of AI within academic writing. Secondly, educators need to be vigilant in recognizing AI-assisted writing by assessing the language style employed by students. Thirdly, instructors are encouraged to gain a comprehensive understanding of how AI functions, facilitating more targeted and objective guidance. Lastly, students are advised to be more intelligent and discerning in their use of AI as a support tool for academic writing. These recommendations aim to foster a more informed and responsible integration of AI into the academic writing process, emphasizing collaboration between educators and students.

This study has limitations in its scope, focusing exclusively on analyzing the attitudes of PBI students towards using AI in their academic writing. The sample for this study was restricted to PBI students from the 2019 batch who utilized AI tools as support in their academic writing. As a result, there is a need for future studies to explore students' attitudes towards AI in other language skills areas, such as reading, speaking, and listening. Additionally, researchers are encouraged to conduct more in-depth research with a larger number of participants to enhance the generalizability and comprehensiveness of the findings.

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## APPENDIX A

### APPOINTMENT LETTER OF SUPERVISOR



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY  
Nomor : B-6651/UN.08/FTK/KP.07.6/06/2023

TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN  
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;  
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;  
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;  
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal

#### MEMUTUSKAN

- Menetapkan  
PERTAMA : Menunjuk Saudara:  
1. Dr. Jarjani, M.S., M.Sc. Sebagai Pembimbing Pertama  
2. Fitriah, M.Pd. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :  
Nama : **Rahadatul Aisyi**  
NIM : **190203009**  
Program Studi : **Pendidikan Bahasa Inggris**  
Judul Skripsi : **EFL Students' Attitude on The Use of Artificial Intelligence (AI) in Academic Writing**
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 13 Juni 2023  
Dekan.

#### Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

## APPENDIX B

### RECOMMENDATION LETTER FROM FAKULTAS TARBIYAH DAN KEGURUAN TO CONDUCT THE RESEARCH



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : [0651-7557321](tel:0651-7557321), Email : [uin@ar-raniry.ac.id](mailto:uin@ar-raniry.ac.id)

Nomor : B-12298/Un.08/FTK.1/TL.00/11/2023  
Lamp : -  
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,  
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-raniry  
Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : RAHADATUL AISYI / 190203009  
Semester/Jurusan : IX / Pendidikan Bahasa Inggris  
Alamat sekarang : Lamseupeung Simpang Surabaya

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *EFL Students' Attitude On the Use of Artificial Intelligence in Academic Writing*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 27 November 2023  
an, Dekan  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 29 Desember  
2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

## APPENDIX C

### CONFIRMATION LETTER FROM DEPARTMENT OF ENGLISH LANGUAGE LEARNING



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS  
Jln Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email pbi.fkk@ar-raniry.ac.id Website http://ar-raniry.ac.id

#### SURAT KETERANGAN

Nomor: B-898/Un.08/PBI/Kp.01.2/11/2023

Sehubungan dengan surat dari Program Studi Bahasa Inggris STKIP An-Nur, Nomor: B-12298/Un.08/FTK.I/TL.00/11/2023, tanggal 27 November 2023, tentang izin pengumpulan data. Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : RAHADATUL AISYI  
NIM : 1090203009  
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan  
Alamat : Lamseupeng Simpang Surabaya

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

*"EFL Students' Attitude on the Use of Artificial Intelligence in Academic Writing"*

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 29 November 2023  
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

## APPENDIX D

### INTERVIEW PROTOCOL

#### Instument (Interview Protocol)

**Project: EFL Students' Attitude On the Use Of Artificial Intelligence in Academic Writing**

**Time of Interview :**

**Date :**

**Place :**

**Interviewer :**

**Interviewee :**

This is a research study about EFL students' attitude on the use of artificial intelligence in academic writing. The purpose is to find out the students' attitude and their opinion about Artificial Intelligence. The data collected through a semi-structured interview which is recorded and only used for the research goal to protect the interviewee confidentially based on informed consent. During the interview, you will be asked several questions about your thought on the artificial. The interview process will take 10-15 minutes.

**Question:**

1. What do you think about artificial intelligence ?
2. Do you use artificial intelligence and Why do you use Artificial Intelligence when doing your english papers ?
3. Do you have any difficulties when using Artificial Intelligence in your academic papers ?
4. Do you think that using artificial intelligence is helpful in improving your academic writing ?
5. What do you think about the strength and weakness of artificial intelligence ?
6. Do you think that Artificial Intelligence can be one of the media for learning english, especially in academic writing ? Please explain!
7. Do you think artificial intelligence can change students attitudes when doing their academic papers

## APPENDIX E

### TRANSCRIPT OF INTERVIEW

**RQ: 1. How are the attitudes of EFL students towards the use of AI in English academic writing and What are the perceived benefits and challenges of using AI in English academic writing?**

#### Participant 1

Interviewee: AY

Date of Interview: 10 November 2023

1. What do you think about artificial intelligence ?

*Answer: Artificial Intelligence or what we know as AI is a development of technology that is here to help, especially for students in terms of education because the existence of AI is very facilitated, for example, especially in English itself, for example we want to learn English skills, such as speaking, listening and so on, it is very helpful with AI.*

2. Do you use artificial intelligence and Why do you use Artificial Intelligence when doing your english papers ?

*Answer: Yes, I use AI, because the use of Artificial Intelligence really helps me in writing my thesis because when looking for material for writing I also use AI because there are many materials that support or help me in writing. for example, like Auris which I use to help me in swallowing thesis answers from the audio that I get from respondents and I often use Quillbot as my helper to check grammar so that my thesis writing is much better in terms of grammar and also I often use Quillbot also to choose the right use of words or the right language in thesis writing.*

3. Do you have any difficulties when using Artificial Intelligence in your academic papers ?

*Answer: I did not find any difficulty in accessing this AI. There are several features of AI that are very easy to access, and even if there are difficulties, it may be because some of these AIs have limits to access them because they are paid, and to access them we must always be connected to the internet.*

4. Do you think that using artificial intelligence is helpful in improving your academic writing ?

*Answer: It really helps me to improve my writing, because this AI has advantages that help in the writing section or to find writing materials and so on.*

5. What do you think about the strength and weakness of artificial intelligence ?  
Answer: *For the advantages themselves, maybe it's easy to access in the sense that there are some AI that only use email or phone numbers and so on to log in and there are also some AIs that are available for free for students to access so I think this is very helpful for students, especially in the writing or academic writing section when writing their thesis. And for the disadvantages themselves maybe there are some AIs with good quality but we have to access, access them for a fee or none are available for free or free maybe that's all.*
6. Do you think that Artificial Intelligence can be one of the media for learning english, especially in academic writing ? Please explain!  
Answer: *Yes, I think this can be used as one of the tools that we can use to help students, especially in the academic writing section because as I said earlier, there are many advantages offered by this AI to make it easier for us, especially in writing, especially in writing a thesis.*
7. Do you think artificial intelligence can change students attitudes when doing their academic papers?  
Answer: *Maybe if we look at the negative side, yes, maybe it will make students a generation that is easy to cypaste or they start to be lazy to explore such as looking for articles because the articles they need are easy Maybe they will be lazy to explore more, for example to physical tools such as books, printed articles or so on but it cannot be denied that the presence of this AI can make students more creative too because not all students want to take it as a whole but they will combine it with their own ideas like that.*

## **Participant 2**

Interviewee: AZ

Date of Interview: 13 November 2023

1. What do you think about artificial intelligence ?  
Answer: *Artificial intelligence is like a technology that helps humans but it's computer based like that.*
2. Do you use artificial intelligence and Why do you use Artificial Intelligence when doing your english papers ?  
Answer: *Yes, I used it. Because the name of technology helps make human work easier so this AI helps to improve our language as well as expand our language, our sentences become more beautiful but usually I make it myself first and then enter it into AI which is like Google Translate, Grammarly. so after making it myself, it is corrected or edited by the AI.*
3. Do you have any difficulties when using Artificial Intelligence in your

academic papers ?

Answer: *No, because it's very easy to use. The only difficulty is that you must always be connected to an internet connection.*

4. Do you think that using artificial intelligence is helpful in improving your academic writing ?

Answer: *Yes, this AI can improve our writing skills, because what I said earlier is that the first writing I have made myself, then when I edit it in the application so I know, it turns out that my mistakes are here and here, so tomorrow when there is another assignment, for example, I have learned from the mistakes that I was told or maybe there are vocabulary words that are not suitable that can be replaced using these vocabulary words. if the context is like this, so I learn a lot.*

5. What do you think about the strength and weakness of artificial intelligence?

Answer: *The advantage is that we learn a lot because sometimes not all lecturers give feedback on the assignments we have done. So with this AI, AI will correct our assignments that are wrong everywhere, so we can learn. The weakness is sometimes, even though AI technologies are to facilitate human work, it seems that many people will depend. for example, there is an assignment so this AI does it like that or maybe in the end this reduces thinking skills for analysis, critical thinking, because it's faster.*

6. Do you think that Artificial Intelligence can be one of the media for learning english, especially in academic writing ? Please explain!

Answer: *Yes, this can be a media for learning academic writing, especially like translate tools like that, Google translate, deep L. So we can know what is suitable or not suitable for the context we want to write about with the media like the one earlier so it helps us in learning academic writing.*

7. Do you think artificial intelligence can change students attitudes when doing their academic papers?

Answer: *Yes anyway, that's what I said in number 6 earlier, with the existence of this AI, the fall is sometimes not making it easier but sometimes students immediately depend on this AI. Even though after being assisted by AI or applications, they should review again.*

### **Participant 3**

Interviewee: F

Date of Interview: 11 November 2023

1. What do you think about artificial intelligence ?

Answer: *AI is a technology designed to make computer systems capable of imitating human intellectual abilities, which is an example of the web that is*

widely used by students today.

2. Do you use artificial intelligence and Why do you use Artificial Intelligence when doing your english papers ?

*Answer: Yes, I use AI in my writing, for example, I transcribe audio through auris AI which is very useful in complying with us to transcribe audio without listening one by one. And it really makes my job easier. The use of AI can help me a lot, especially in research activities in the early stages such as finding research problems to topics that can be written about and further expand our topics about our thesis.*

3. Do you have any difficulties when using Artificial Intelligence in your academic papers ?

*Answer: Yes, I have difficulties in using AI because there are no sources listed and it allows for plagiarism and also sometimes the system crashes and the results are not valid. But in terms of accessing it is very accessible and easy to use.*

4. Do you think that using artificial intelligence is helpful in improving your academic writing ?

*Answer: Yes, I think this AI is very helpful to improve my writing skills, AI helps me to improve my creativity and also really helps me to generate new ideas or suggest different points of view.*

5. What do you think about the strength and weakness of artificial intelligence ?

*Answer: What I know is that the weaknesses of AI can prevent students from thinking critically and hinder students in mastering the material as students, of course, the campus wants to train us to think critically and the appearance of plagiarism so the use of AI may make students more lazy to think.*

6. Do you think that Artificial Intelligence can be one of the media for learning english, especially in academic writing ? Please explain!

*Answer: Of course, AI can be a media for learning in writing. for example, such as the use of grammarly to improve our grammar in writing, the use of Google Translate which many students who do not master vocabulary but can look it up there.*

7. Do you think artificial intelligence can change students attitudes when doing their academic papers ?

*Answer: Of course, from the negative side, it can make students more lazy to think critically and make students lazy to read books and also there is a lot of copypaste, making students lazy to develop creativity in themselves. and the positive side is that we can find easy writing topics because the discussion is broad and also very varied, we can also develop our creative ideas.*



## Participant 4

Interviewee: FA

Date of Interview: 10 November 2023

1. What do you think about artificial intelligence ?

Answer: *I think Artificial Intelligence is a computer programming application that can be used for various things. For example, as students, we can also use this AI to help with our college assignments.*

2. Do you use artificial intelligence and Why do you use Artificial Intelligence when doing your english papers ?

Answer: *Yes, I myself have used this AI several times to help in the process of making a thesis. Because yesterday I was like down, I didn't get any more ideas, so I used this AI to help find topics that could be developed again in my thesis.*

3. Do you have any difficulties when using Artificial Intelligence in your academic papers ?

Answer: *No, I did not encounter any difficulties while using this AI. The AI is very easy to access, comes with features that are easy to understand and is very flexible to use at any time.*

4. Do you think that using artificial intelligence is helpful in improving your academic writing ?

Answer: *I think we can, because from AI we can find topics that relate to our writing work, and from that topic we can develop it further with our existing writing skills.*

5. What do you think about the strength and weakness of artificial intelligence ?

Answer: *Regarding the advantages, I think AI is very helpful, especially in finding references or topics and ideas for our writing, be it in a thesis or making a paper, it is very helpful. Because besides getting it from books, we can also take it from this AI, the topic or discussion. As for the weaknesses, as I said earlier, sometimes we are not too familiar with the web, sometimes it might still take time to learn the web again, how to use the AI, then also sometimes there are times when the topic is not relevant to the discussion we are looking for, so that's the weakness.*

6. Do you think that Artificial Intelligence can be one of the media for learning english, especially in academic writing ? Please explain!

Answer: *I think it can, because apart from using the grammarly application or other applications that help writing, this AI can also be a learning medium, because to help us find things about the topic we will raise, we can*

*search in this AI. So I think it can be used as a learning media in English, especially in academic writing.*

7. Do you think artificial intelligence can change students attitudes when doing their academic papers ?

*Answer: In my opinion, it can change the attitude of students, because usually there are students where they are creative, they can use this AI for what develops their talents, so they can be more creative and innovative in utilizing the AI, but in my opinion there are also students who are sometimes lazy to process and develop again, so they can copy directly from the AI without changing it, so in my opinion it changes the nature of students, there are some students who are increasingly innovative, creative, and there are also students who are increasingly lazy in doing their assignments, because there is already this AI. That's what I think.*

### **Participant 5**

Interviewee: NA

Date of Interview: 12 November 2023

1. What do you think about artificial intelligence ?

*Answer: I think AI is like the stimulation of human intelligence processes by machines, especially computer systems.*

2. Do you use artificial intelligence and Why do you use Artificial Intelligence when doing your english papers ?

*Answer: Yes, I use AI for my academic writing. The reason is, AI intelligence already provides some of the benefits that I think, namely increasing efficiency, improving the accuracy of my academic writing, and being flexible.*

3. Do you have any difficulties when using Artificial Intelligence in your academic papers?

*Answer: I don't think I have any difficulties to use AI intelligence in my academic writing.*

4. Do you think that using artificial intelligence is helpful in improving your academic writing ?

*Answer: Yes, I think, because as we know, AI intelligence already provides the benefits that I think, namely increasing efficiency, improving the accuracy of my academic work. And it has good innovation and creation work for my academic writing. So that is the reason why using AI can improve my writing skills.*

5. What do you think about the strength and weakness of artificial intelligence ?

*Answer: Actually, the strength of this AI is that it is easy to access and use and that it can significantly reduce errors and increase accuracy and precision. And the weakness of this AI intelligence, I think, is the lack of emotion and creativity.*

6. Do you think that Artificial Intelligence can be one of the media for learning english, especially in academic writing ? Please explain!

*Answer: I think not because in this era we have other technologies such as media to help students to learn about academic writing.*

7. Do you think artificial intelligence can change students attitudes when doing their academic papers ?

*Answer: I believe it has the potential to alter students' attitudes because, while some students are naturally creative and innovative, others are sometimes too lazy to process and grow, so they simply copy the AI without making any changes. Thus, I believe it can alter students' personalities in two ways: because of the AI, there are some students who are more inventive and creative than others, and there are also some students who are less inclined to complete their assignments.*

### **Participant 6**

Interviewee: PU

Date of Interview: 11 November 2023

1. What do you think about artificial intelligence ?

*Answer: AI is an application created to help humans simplify and speed up their work in terms of writing.*

2. Do you use artificial intelligence and Why do you use Artificial Intelligence when doing your english papers ?

*Answer: Yes, I use AI in my academic writing. The main reason is of course to speed up the work, besides that there is another reason because sometimes I feel doubtful whether what I have made is right or wrong.*

3. Do you have any difficulties when using Artificial Intelligence in your academic papers?

*Answer: There are no difficulties, AI is very easy to access and use anytime and anywhere. it's just that this AI requires more money so that we can use all the features provided.*

4. Do you think that using artificial intelligence is helpful in improving your academic writing ?

*Answer: Yes, maybe some people assume this will be like cheating, but in my opinion, this kind of AI can be a reminder of some mistakes that we might make.*

5. What do you think about the strength and weakness of artificial intelligence ?

Answer: *For the strenght, it's probably the same as what I explained earlier. It can help us find references or topics and ideas for our writing and also give us feedback on the mistakes we make. But for the weakness, in my opinion, to use this, there needs to be basic skills as well, so it's not really pure results that we get from AI. And also maybe in terms of premium or not the AI we use is also part of the weakness.*

6. Do you think that Artificial Intelligence can be one of the media for learning english, especially in academic writing ? Please explain!

Answer: *Maybe, because it comes back to the individual using the AI, whether he/she is using this as a medium for learning, or just to facilitate his/her work.*

7. Do you think artificial intelligence can change students attitudes when doing their academic papers ?

Answer: *Yes, AI affects that, but it goes back to how the person uses it and takes positive or negative things from it.*

### **Participant 7**

Interviewee: ZA

Date of Interview: 12 November 2023

1. What do you think about artificial intelligence ?

Answer: *I think AI is a website that can help us, make it easier for us as students to do the tasks given. For example, about any general task, it's a kind of artificial intelligence too, so AI can help us in all of our tasks.*

2. Do you use artificial intelligence and Why do you use Artificial Intelligence when doing your english papers ?

Answer: *Yes, I use AI because I think it can make it easier to write a thesis. For example, I usually use Grammarly to help me use good sentences. It also helps me find previously unknown arguments or explanations that support my writing.*

3. Do you have any difficulties when using Artificial Intelligence in your academic papers?

Answer: *No, I did not find any difficulties in accessing AI. AI can be used anywhere and anytime as long as it is connected to the internet.*

4. Do you think that using artificial intelligence is helpful in improving your academic writing ?

5. Answer: *Yes, of course it will help us to improve our writing skills. Because in using this AI my inspiration for writing becomes varied. At least my*

*creativity is not producing something monotonous again.*

6. What do you think about the strength and weakness of artificial intelligence ?

*Answer: The advantages of this AI can make it easier for us to find answers or add opinions that we are looking for. The disadvantage is that we cannot find the right source for the opinions presented.*

7. Do you think that Artificial Intelligence can be one of the media for learning english, especially in academic writing ? Please explain!

*Answer: Yes, I think it can. Because as mentioned earlier, A.I. is very helpful in writing. So, it can be one of the media in helping to improve our writing skills. Especially in the example of making a thesis, in making a proposal, it will be very helpful.*

8. Do you think artificial intelligence can change students attitudes when doing their academic papers ?

*Answer: Yes, it can change students' attitude. For example, it can make students tend to be lazy to look for sources. Because they have gotten comfortable in using the AI. So, students make less effort to read other journals like that. However, it does not apply to students who want to learn, they will only use AI for their last resort in doing assignments or creating writing, after they create it, then they check their writing on AI, it shows a positive attitude.*

### **Participant 8**

Interviewee: AK

Date of Interview: 13 November 2023

1. What do you think about artificial intelligence?

*Answer: So Artificial Intelligence is a technology designed to create systems that can mimic human intellectual abilities And make it possible, that is, to learn from experience Make decisions or solve complex tasks quickly and efficiently.*

2. Do you use artificial intelligence and Why do you use Artificial Intelligence when doing your english papers?

*Answer: Yes, I use Artificial Intelligence in my academic papers. For example, Grammarly, which auto-corrects our grammar sentences, and quillbot for paraphrasing texts, and Killbot is a website for praise texts. I use AI because actually in my writing I feel lacking so I use AI or Artificial Intelligence to make it easier for me to make academic papers.*

3. Do you have any difficulties when using Artificial Intelligence in your academic papers?

Answer: *This AI is very easy to access and use but I have some difficulties in using Artificial Intelligence in academic papers, for example, sometimes the language used in writing is too high or sometimes the grammar is not in accordance with the text we want to write.*

4. Do you think that using artificial intelligence is helpful in improving your academic writing ?

Answer: *I think Artificial Intelligence can really help in improving our academic writing, because when we make academic writing, we use AI, AI can correct where our mistakes are in writing, so we can learn from our mistakes and we can also know where we have to improve.*

5. What do you think about the strength and weakness of artificial intelligence ?

Answer: *For advantages, firstly, AI is able to analyze data quickly and accurately even in very large quantities, allowing for better decision results and more accurate predictions. Then the processing speed is high, so AI can complete tasks quickly and accurately. And for disadvantages, AI depends on the data used for writing. So if the data used is unrepresentative or contaminated then the AI system may produce inaccurate or unfair results. Then AI tends to have a limited understanding of complex contexts such as natural language processing. So it is unable to understand hidden meanings. Furthermore, AI may involve security and data privacy risks.*

6. Do you think that Artificial Intelligence can be one of the media for learning english, especially in academic writing ? Please explain!

Answer: *In my opinion, AI can be one of the media for learning English. Because with AI we can easily learn things that we just know, especially if we make it personally, for example we don't have friends who can help or our mentor to make or check our writing. So maybe it could be, AI is one of the media for learning English in making academic writing.*

7. Do you think artificial intelligence can change students attitudes when doing their academic papers ?

Answer: *In my opinion, AI can change the attitude of students. But I think it also depends on the student himself. For example, there are students who use AI better or more positively, maybe they can learn or utilize AI for their learning process or to improve the learning process. As for what there may be some students who misuse AI, maybe it will make students even more lazy or unable to improve their writing skills, so they only use AI for temporary media, not to improve their abilities in Academic writing.*

## Participant 9

Interviewee: ZR

Date of Interview: 12 November 2023

1. What do you think about artificial intelligence?

Answer: *I think AI is one of technology that can make people easier for human as we are a student to carry out activities such as imitating the ability of other humans in general.*

2. Do you use artificial intelligence and Why do you use Artificial Intelligence when doing your english papers?

Answer: *Yes of course i use like chatbot or the other website, because I think this website can helped me instantly in working on my writing even throught the grammar was not necessarily correct.*

3. Do you have any difficulties when using Artificial Intelligence in your academic papers?

Answer: *Maybe it's a little bit difficult when i use this AI because it understands grammar or terms that are not appropriate. But AI is very comfortable to used and flexibility.*

4. Do you think that using artificial intelligence is helpful in improving your academic writing ?

Answer: *Yes, it can improve my writing skills. Because I can elaborated my idea with the argument from AI.*

5. What do you think about the strength and weakness of artificial intelligence ?

Answer: *I think the strength of Artificial Intelligence is that it can significantly reduce errors and increase accuracy and precision. And the weakness of AI is that it cannot learn to think outside the box. AI is capable of learning over time with pre-fed data and past experiences, but cannot be creative in its approach.*

6. Do you think that Artificial Intelligence can be one of the media for learning english, especially in academic writing ? Please explain!

Answer: *Yes, it can be one of media in learning academic writing.. Escpecially i'm as student who want to write a thesis in english is needed here because can make me easy to access this AI.*

7. Do you think artificial intelligence can change students attitudes when doing their academic papers ?

Answer: *I dont sure about that maybe some student will be influenced to have a good attitude when using AI cause they put into their writing. But it depends on how they used it. If they used for second choice in their academic*

*paper, I think it the positive attitude.*

## **Participant 10**

Interviewee: RF

Date of Interview: 15 November 2023

1. What do you think about artificial intelligence?

*Answer: Artificial intelligence shows us where the error is and suggest the correct answer. This can help students find the error in their writing and help them to understand more about it and increase their knowledge.*

2. Do you use artificial intelligence and Why do you use Artificial Intelligence when doing your english papers?

*Answer: Yes, of course, I use it to help me check my paper. The common mistake made in English writing is grammatical error. I still confused to use correct grammatical structure in my writing, so I use it to help me check my grammar structure and correct it to get better version of my paper.*

3. Do you have any difficulties when using Artificial Intelligence in your academic papers?

*Answer: No, I did not find any difficulties in accessing AI. AI can be used anywhere and anytime as long as it is connected to the internet.*

4. Do you think that using artificial intelligence is helpful in improving your academic writing ?

*Answer: Yes, that can improve my writing skill. The difficult is I didn't know the incorrect word or structure of my sentences, but it didn't make sense to me. So with any fitur in AI make my writing more better.*

5. What do you think about the strength and weakness of artificial intelligence ?

*Answer: For the strength of AI, I think AI has the potential to be able to encourage and contribute to the creation of new innovations in many different ways. AI is driving many inventions in almost all fields that will help humans solve most complex problems. The weakness is that AI relies heavily on data, and the collection and utilization of personal information raises concerns about security and privacy. In addition, AI also increases the potential for misuse.*

6. Do you think that Artificial Intelligence can be one of the media for learning english, especially in academic writing ? Please explain!

*Answer: Yes, of course, it can be one of the great media to help everyone learning English.*

7. Do you think artificial intelligence can change students attitudes when doing their academic papers ?



*Answer: As mentioned previously, it helps us to find the error of our writing. I think it can. Students don't try to do it by themselves. If they want to paraphrase, there are tools for paraphrasing. And if they want to conclude the material, there are tools for concluding. Just open the Google and you'll find all you need. This makes students effortless to learn and try. And in the end, they will depend on the tools.*



## APPENDIX F

### LETTER CONSENT SIGNED BY THE RESEARCH SUBJECT

Title : EFL Students' Attitude On the Use Of Artificial Intelligence in Academic Writing

Researched by: Rahadatul Aisyi

#### Consent from participation in research interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes to confirm that you agree with each statement

I confirm that I have read and understood the information sheet (interview) and have had the opportunity to ask question

I understand that my participation is voluntary and I am free to withdraw anytime without giving any reason and without there being any negative consequences

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the reports that result from research

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording

I agree that my anonymized data will be kept for future research purpose such as Publications related to this study after the completion of the study

I agree to take part of interview

Oshara Ais  
Participant's name

10th Nov 2023  
date

[Signature]  
signature

Rahadatul Aisyi  
Researcher's name

10th Nov 2023  
date

[Signature]  
signature

If you have any further question or concerns about this study, please contact:

Name of researcher : Rahadatul Aisyi  
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## Autobiography

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Parents

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Father's : PNS  
Occupation :  
Mother's : Housewife  
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Elementary : SDN Lamkawe (2007-2013)  
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Senior High School : MAS Jeumala Amal (2016-2019)  
University : Uin Ar-Raniry Banda Aceh (2019-2023)