# CHAPTER I

# INTRODUCTION

This chapter discuss several points, including background of the study, problem of the study, objective of the study, significances of the study, scope and limitation of the study, and the definition of the key terms.

## A. Background of the Study

In today's world, writing has become an important skill, everyone must have the ability to write effectively. Writing is one of the most reliable forms communication, allowing individuals to express their thoughts and convey information clearly to others. To communicate effectively, the writer must adjust their thoughts continuously to suit their purpose and audience[1]. Writing is often used in everyday life, for creating application letters, writing articles, making captions, drafting messages, or preparing documents in the workplace.

Writing is a productive and expressive activity, requiring the writer to utilize vocabulary, grammar, and language structure effectively.[2] This suggests that mastering vocabulary, grammar, and the mechanics of writing is crucial. Writing is a complex process, involving the careful arrangement of thoughts, views, and emotions into coherent texts.[3]

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[1] John Langan, *College Writing Skills*, 1996.
[2] Christina Gitsaki and Richard Baldauf Jr., "Future Directions in Applied Linguistics" (2012).
[3] Lestari Setyowati, "Analyzing the Students ' Ability in Writing Opinion Essay Using Flash Fiction" 1, no. 1 (2016): 79–91.

In education, writing plays a vital role for EFL (English as a Foreign Language) students, as it is often required in writing, especially for 8th semester English education students. Besides, they must acquire writing skills to prepare for tasks such as writing essays, journals, and theses that demand critical and well-organized writing. In formal education, mastering writing skills is truly important, particularly for students in the English Education Department, who must be able to produce academic papers, journal articles, and research papers.[4]

There are four important steps in writing. The first step is planning, the writer thinks about ideas and decides to write about them. The second step is drafting, the writer starts writing down the ideas without worrying about making mistakes. Where the writer reviews their work and may seek feedback from others to identify areas that need improvement. Finally, the final version, which is the polished and improved piece after all necessary revisions have been made.[5] Good writing requires clear ideas, correct grammar, and good word choice, so that it makes sense and is easy to read.[6] Writing that is structured and follows these steps is easier for people to understand.

Sometimes EFL (English as a Foreign Language) students find writing difficult because they need to think about many things. Writers must focus on

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[4] Erna Iftanti, "Improving Students' Writing Skills Through Writing Journal Articles," *Jurnal Bahasa Lingua Scientia*, 2016.

[5] Jeremy Harmer, "Jeremy_Harmer_How_to_Teach_Writing_Longm.Pdf," 2004, www.longman.com.

[6] Laksnoria Karyuatry, "Grammarly as a Tool to Improve Students' Writing Quality: Free Online-Proofreader across the Boundaries," *JSSH (Jurnal Sains Sosial dan Humaniora)* 2, no. 1 (2018): 83.

content (what they want to say), organization (how to organize ideas), purpose (why they write), and audience (who will read it). They also need to use correct vocabulary (words) and remember important rules such as punctuation, spelling, and capitalization.[7] There are three main writing problems. The first is language issues, such as the correct use of grammar and words. The second is a physiology problem, where it's hard to know how readers will react because they can't give feedback directly.[8] The third is thinking problems, where students have to learn to write well by practicing things like spelling, punctuation, and making good paragraphs. One of the main problems students encounter is grammar and syntax and it is also become one of the difficulties EFL students face when writing.[9] According to Nurhayati, grammar is one of the most important foundations in learning English, and many students often struggle to apply grammar rules correctly in writing.[10] Nurhayati also emphasized that grammar is one of the most essential components in English learning, and students need continuous exposure and self-regulated practice to master it effectively.[11]

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[7] Ruwaida Abu Rass, "Integrating Reading and Writing for Effective Language Teaching," *English Teaching Forum Online-Bureau of Educational and Cultural Affairs* 39, no. July (2010): 1–6,

[8] Christina Gitsaki and Thomaï Alexiou, *Current Issues in Second/Foreign Language Teaching and Teacher Development*, 2015.

[9] Muhammad Fareed, Almas Ashraf, and Muhammad Bilal, "ESL Learners' Writing Skills: Problems, Factors and Suggestions," *Journal of Education & Social Sciences* 4, no. 2 (2016): 83–94.

[10] Dwi Astuti Wahyu Nurhayati, "Learning Basic Grammar Using Task-Based Learning: A Perspective on Analyzing Online Media Text," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 4, no. 1 (2019): 19–34,

[11] Dwi Astuti Wahyu Nurhayati, "Basic Need Analysis in Practical English Grammar: An Effort on Creating and Empowering Autonomy Learners," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 4, no. 2 (2020): 381.

Besides, one of the difficulties EFL students face in writing is generating ideas.[12] The students are unable to arrange their ideas in a written format because writing is not just about thinking of ideas but also about putting those ideas into sentences that others can read and understand. It is one reason why writing is the hardest skill for EFL students to learn.[13]

Developing ideas is one of the activities in writing that must to done by the writers. They may have great ideas, but if they do not know how to connect them, the readers may difficult to accept the ideas. When EFL students develop ideas for their writing, they should keep four important points in mind: constructing a thesis statement, structuring paragraphs, maintaining coherence in writing, and combining ideas into correct sentences.[14]

On the other hand, another difficulty faced by EFL students in writing is paraphrasing and summarizing to avoid plagiarism.[15] There are two factors why the EFL students face difficulty in paraphrasing and summarizing, they are lack of understanding and lack of practice.[16]

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[12] Harris, "An Analysis of Students' Difficulties in Writing Recount Text At Tenth Grade of Sma N 1 Sungai Limau," *Journal english languange teaching (ELT),2(1),9* (2012): 32.

[13] Jack C Richards and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York, N.Y.: Cambridge University Press, 2002).

[14] Cindy Mutiara Saprina, Abdul Rosyid, and Yanti Suryanti, "Saprina, C. M., Rosyid, A., & Suryanti, Y. (2020). Difficulties in Developing Idea Encountered by Students in Writing Argumentative Essay.

[15] Arwa O. Alaofi, "Difficulties of Summarizing and Paraphrasing in English as a Foreign Language (EFL): Saudi Graduate Students' Perspectives," *International Journal of English Language Education* 8, no. 2 (2020): 193.

[16] CHRIS PARK, "In Other (People's) Words: Plagiarism by University Students--Literature and Lessons," *Assessment & Evaluation in Higher Education* 28, no. 5 (October 2003): 471–488.

Paraphrasing is an effective method to avoid plagiarism in writing. It involves using different words to convey the same idea or meaning, avoiding copying the original text. This strategy encourages students to develop and organize thoughts precisely, rationally, and in accordance with language reasoning, without altering the meaning of the text. Finding relevant word equivalents can be used to paraphrase.[17]

Based on the problem above, EFL students often feel confused about how to use language correctly in their sentences. While many understand grammar rules in theory, EFL students may still struggle to use grammar properly in their writing. This can make their sentences sound awkward or strange.[18] To avoid confusion, it is important to not mix up things like verbs, pronouns, subjects, objects, and tenses in a paragraph or essay, as it can become complicated.[19] Therefore, EFL students need a tool that can help and improve their writing more smoothly and easily. With technology growing so quickly, EFL students can now use it to help their writing tasks. One popular tool that students are using today is Artificial Intelligence (AI). AI can act as a writing helper, making writing easier and faster. It also helps EFL students improve their writing skills.[20] This tool is practical because it gives quick results, making it very useful for EFL students.

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[17] Abdul Chaer, *Linguistik Umum*, 2014.
[18] Isli Iriani et al., "Exploring Students ' Perceptions Of Grammarly As A Tool For Enhancing Grammar Accuracy In Writing" 20, no. 2 (2024): 90–104.
[19] *Ibid.*
[20] Nabi Nazari, Muhammad Salman Shabbir, and Roy Setiawan, "Application of Artificial Intelligence Powered Digital Writing Assistant in Higher Education: Randomized Controlled Trial," *Heliyon* 7, no. 5 (2021).

Artificial Intelligence (AI) makes the writing process faster, allowing EFL students to complete their tasks quickly. Artificial Intelligence (AI) is a technology where machines can imitate human thinking, learning, and self-improvement. It can help EFL students such as editing, checking, and organizing their writing. Artificial Intelligence (AI) is the science of creating intelligent machines, especially intelligent computer programs or applications.[21] As Nurhayati noted, the use of online media helps students become more independent in their learning process. In the context of thesis writing, AI tools such as Grammarly, ChatGPT, and Quillbot serve as modern online media that assist students in overcoming language barriers.[22]

Based on data early 2025, there are 3 popular Artificial Intelligences that are used by global users around the world. The first is ChatGPT, ChatGPT had around 800 million weekly active users globally by 2025.[23] ChatGPT is an AI tool that interacts with users through text-based conversations.[24] Its ability to create human-like language and handle complex tasks is a major step forward in the world of Artificial Intelligence and natural language processing.[25] ChatGPT offers the

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[21] John McCarthy, "What Is Artificial Intelligence?" (1997).

[22] Dwi Astuti Wahyu Nurhayati, "Plosive and Fricative Sounds Produced by EFL Students Using Online Media: A Perspective on Learning English Phonology" 512, no. Icoflex 2019 (2021): 221–227.

[23] Albert Badalyan, "Number of ChatGPT Users in 2025: Stats, Usage & Impact," Digital Silk, last modified May 30, 2025, https://www.digitalsilk.com/digital-trends/number-of-chatgpt-users/.

[24] Gunther Eysenbach, "The Role of ChatGPT, Generative Language Models, and Artificial Intelligence in Medical Education: A Conversation With ChatGPT and a Call for Papers," *JMIR Medical Education* 9 (2023).

[25] The Oxford Scientist, "ChatGPT: A Milestone in Natural Language Processing - the Oxford Scientist," *The Oxford Scientist*, last modified January 9, 2023

opportunity to use AI chatbots in education in Indonesia, helping students develop important 21st-century skills.[26] Besides, ChatGPT is able to produce well-structured writing.[27]

The second is Grammarly, Grammarly had 30 million weekly active global users by 2025.[28] Grammarly is a popular tool for checking writing errors and can be used in writing classes. It works on websites, laptops, or smartphones, and many students at schools and universities use it to find and fix errors.[29] One of the universities in Australia also uses Grammarly to provide grammar feedback. This tool can check grammar, punctuation, spelling, and even plagiarism. Grammarly also suggests better words to help students improve their writing.[30]

Third is Quillbot. Quillbot had more than 150 million global users by 2025.[31] Quillbot is one of the popular AI known as a paraphrasing tool. Quillbot uses AI to assist writing by suggesting paraphrases, checking grammar, creating summaries,

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[26] Renti Oktaria, Irhamni Ali, and Purwanto Putra, "The Potential Utilizing ChatGPT for Education and Teaching Students: Understanding, Prospects, Challenges, and Utilization"," *Educative: Jurnal Ilmiah Pendidikan* 1, no. 2 (2023): 87–94.

[27] L. Benichou, "Rôle de l'Utilisation de l'Intelligence Artificielle ChatGPT Dans La Rédaction Des Articles Scientifiques Médicaux the Role of Using ChatGPT AI in Writing Medical Scientific Articles," *Journal of Stomatology, Oral and Maxillofacial Surgery* (March 2023): 101456.

[28] Nikola Roza, "Best Grammarly Statistics Facts and Trends for 2025 (Updated)! — SEO for the Poor and Determined," Nikola Roza, last modified March 6, 2025, https://nikolaroza.com/grammarly-statistics-facts-trends/.

[29] Grammarly, "Grammarly," *Grammarly.com*, last modified 2025, https://app.grammarly.com/.

[30] Ruth O'Neill and A. M.T. Russell, "Stop! Grammar Time: University Students' Perceptions of the Automated Feedback Program Grammarly," *Australasian Journal of Educational Technology* 35, no. 1 (2019): 42–56.

[31] Joydeep Bhattacharya, "Quillbot Statistics: Adoption, Usage, & Performance Trends," SEO Sandwitch, last modified May 3, 2025, https://seosandwitch.com/Quillbot-statistics/.

and even detecting plagiarism.[32] Quillbot allows users to enter text or sentences and provides suggestions on how to improve them, as well as correct grammatical errors. Quillbot makes writing easy, especially for people who struggle with English. The features are also simple and easy to use so they are useful and accessible to students.[33] Quillbot also has the potential benefits in language teaching and learning. It helps students feel more confident about paraphrasing texts. It also supports their language learning and improvement.[34]

It is hoped that this study will provide valuable insight into how EFL students' responses in using Artificial Intelligence for helping them complete important academic assignments such as writing a thesis. Thus, it is hoped that this study can contribute to developing more effective and efficient learning approaches in the context of higher education, especially for EFL students in the English Department of UIN Sayyid Ali Rahmatullah Tulungagung, where the EFL students make a thesis in English. This be will be conducted with the title **"A Survey on EFL Students' Responses on The Use of Artificial Intelligence (AI) In Writing".**

The researcher found several studies that related to this study. The first study was conducted by Amanda, et al. focusing on Quillbot, titled "Quillbot As An AI-powered English Writing Assistant: An Alternative for Students to Write English".

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[32] Novita Nurmayanti and Suryadi Suryadi, "The Effectiveness Of Using Quillbot In Improving Writing For Students Of English Education Study Program," *Jurnal Teknologi Pendidikan : Jurnal Penelitian dan Pengembangan Pembelajaran* 8, no. 1 (2023): 32.

[33] *Ibid.*

[34] Nguyen Thi Xuyen, "Using the Online Paraphrasing Tool Quillbot to Assist Students in Paraphrasing the Source Information: English-Majored Students' Perceptions," *Proceedings of the 5th Conference on Language Teaching and Learning*, no. June (2023): 21–27.

The aim of this study is to understand how students' perception about using Quillbot as a tool to help them write in English. This study uses a quantitative method to see how Quillbot supports students learning English as a Foreign Language (EFL) with their writing.[35]

The second related study was conducted by Oktaviani et al. focusing on Grammarly, entitled "Students' Perception Towards the Use of Grammarly In English Writing Skill of Fourth Semester English Education Department at UINSI Samarinda". Data were collected through interviews, questionnaires, and documentation. The findings showed that students had a positive opinion and agreed that using Grammarly in writing was helpful.[36]

The third study was done by Xuyen focusing on Quillbot, entitled "Using the Online Paraphrasing Tool Quillbot to Assist Students in Paraphrasing the Source Information: English-majored Students' Perceptions". The data was collected by questionnaire and analyzed by SPPS version 25. The sample of this study is 220 students who are studying English Linguistics at a public university in Vietnam. The study found that students hold a favorable attitude towards Quillbot and this online paraphrasing tool does affect their attitude toward paraphrasing source text

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[35] Amanda et al., "Quillbot As An AI-Powered English Writing Assistant: An Alternative For Students to Write English," *Jurnal Pendidikan dan Sastra Inggris* 3, no. 2 (2023): 188–199.

[36] Sephia Oktaviani, Bahrani, and Widya Noviana Noor, "Students' Perception towards the Use of Grammarly in English Writing Skill of Fourth Semester English Education Department at UINSI Samarinda in the Academic Year 2021/2022," *Jurnal Sultan Idris Pendidikan Profesi Guru (SIPPG)* 1, no. 1 (2022): 1–24.

as well as their language development.[37]

The fourth study was done by Ngo focusing on ChatGPT entitled "The Perception by University Students of the Use of ChatGPT in Education". This study used an online survey by questionnaire and conducted some interviews, with 200 students via online survey, and 30 students participated in semi-structured interviews. The research showed that students had a favorable opinion of ChatGPT's. According to students, the benefits of ChatGPT are saving time, providing information in various areas, providing personalized tutoring and feedback, and illuminating ideas in writing. Also, several barriers to using ChatGPT were recognized, and some solutions were suggested for the improvement of using ChatGPT in education.[38]

The fifth related study was conducted by Hejab focusing on Grammarly entitled "The Impact Of AI-Powered Grammarly on Enhancing Grammar Proficiency Among Saudi EFL Students". This study was conducted using a descriptive quantitative method with 40 participants were selected. The research shows that Grammarly is good at finding grammar mistakes, explaining them, and helping writers feel more confident. However, it also warns that students might depend too much on AI, and sometimes Grammarly's suggestions might change the meaning of their writing. The study suggests using AI tools like Grammarly

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[37] Xuyen, "Using the Online Paraphrasing Tool Quillbot to Assist Students in Paraphrasing the Source Information: English-Majored Students' Perceptions."

[38] Thi Thuy An Ngo, "The Perception by University Students of the Use of ChatGPT in Education," *International Journal of Emerging Technologies in Learning* 18, no. 17 (2023): 4–19.

carefully, making sure students still practice and improve their basic language skills while using these tools.[39]

Based on the previous studies above, the researcher conducted a study at UIN Sayyid Ali Rahmatullah Tulungagung, collaborating with 8th semester of EFL students from the English Education Department. These EFL students received a writing course, especially in thesis writing. This study aimed to understand students' responses regarding using this Artificial Intelligence in writing, especially in thesis writing. Understanding students' responses was crucial because it can provide insight into how students view these Artificial Intelligence for English thesis writing.

**B. Problem of the Study**

Based on the background of the study above, the researcher formulated a problem of the study as follow:

1. What Artificial Intelligence are often used by EFL students of English Education?

2. How are the students' responses on the use of ChatGPT in thesis writing?

3. How are the students' responses on the use of Grammarly in thesis writing?

4. How are the students' responses on the use of Quillbot in thesis writing?

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[39] Abeer Hejab and E Alotaibi, "Remittances Review The Impact Of AI-Powered Grammarly on Enhancing Grammar Proficiency Among Saudi EFL Students," *Remittances Review* 8, no. 4 (2023)

**C. Objective of the Study**

From the problem mentioned above, this study aimed:

1. To know the Artificial Intelligence are often used by EFL students of English Education;

2. To know the students' responses on the use of ChatGPT in thesis writing;

3. To know the students' responses on the use of Grammarly in thesis writing;

4. To know the students' responses on the use of Quillbot in thesis writing.

**D. Significances of the Study**

1. Theoretically

This study provided a great understanding of EFL students' responses on the use of AI in thesis writing. It is hoped that this study can serve as additional information or a reference in the field of education, especially in the realm of thesis writing, to explore effective ways to assist English students in improving their writing abilities.

2. Practically

a. For Researcher

To improve the researcher's insights and knowledge in the field of writing, particularly in the use of Artificial Intelligence in writing that can facilitate and express the thesis writing.

b. For English Education Department Students

This study provides some information about Artificial Intelligence free version, including the responses of English education EFL students about the tools.

c. For Teachers or Lecturers

This study is beneficial in giving information about Artificial Intelligence. So, the teachers or lecturers can use it to help their students work.

d. For Future Researcher

Future researchers can use this study as a reference to guide their study. It can help support their studies and assist in developing new study plans on similar topics.

**E. Scope and Limitation of the Study**

The scope of this study is students' responses on the use of Artificial Intelligence that only focus on the free version of Artificial Intelligence. This included the positive and negative responses on the use of Artificial Intelligence in writing. The analysis will be based on questionnaires. The limitation of this study is EFL students of the 8$^{th}$ semester of the English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung who had already used Artificial Intelligence in their thesis writing.

**F. Definition of the Key Terms**

1. EFL Students

    EFL stand for English as a Foreign Language, EFL students are students learning English in a context where it is not the primary language spoken. These students are studying English in a country or environment where English is not the dominant language. In this research, EFL students will be participants in this research, where they are EFL students of English Education Study Program batch of 2021 who are doing on their thesis.

2. Response

    Response is the reaction someone given by someone after receiving a certain stimulus or being influenced by a specific behavior. In other words, it is how a person reacts to something they see, hear, or experience. A response can show agreement, disagreement, or even a lack of interest toward what a communicator expresses in their message. This means that a person's response is not only influenced by the content of the message but also by how they interpret and feel about it.

3. Artificial Intelligence

    Artificial Intelligence (AI) is one branch of science. It involves computers learning and imitating human thinking and implementing it into machines (computers). Artificial Intelligence (AI) are tools or applications

that use Artificial Intelligence (AI) to assist in the process of writing, editing, and designing content.

4. Writing

Writing according to experts include the ability to express thoughts, ideas, and information clearly and effectively through written language. Writing is a process that requires organizing ideas, and using appropriate vocabulary, grammar, and structure to communicate with an audience.[40] Writing is not just producing correct sentences but also expressing meaning in a structured and coherent manner.[41] Additionally, writing skills include planning, drafting, revising, and editing.

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[40] Harmer, "Jeremy_Harmer_How_to_Teach_Writing_Longm.Pdf."
[41] H Douglas Brown, *Principles of Language Learning and Teaching* (Englewood Cliffs Prentice Hall Regents, 1994).