

**The Use of AI Technology in the Process of Writing Creative Works: A
Case Study of Sixth-semester Students in Creative Writing Class**

A thesis by

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**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

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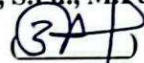
COMMITTEE APPROVAL
THE USE OF AI TECHNOLOGY IN THE PROCESS OF WRITING CREATIVE
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DECLARATION

I, the undersigned,

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Certify that the thesis entitled “The Use of AI Technology in the Process of Writing Creative Works: A Case Study of Sixth-semester Students in Creative Writing Class” is my own work and I did not engage in any plagiarism or inappropriate quotation contrary to the ethics and regulations set forth by the Ministry of Education of the Republic of Indonesia, Number 19, 2010, regarding plagiarism in higher education. Therefore, I acknowledge that I deserve to face legal consequences if I am found to have plagiarized this work.

Palembang, May 2025.

The undersigned



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DEDICATION

I dedicate this thesis to myself for the perseverance that brought me to this point,
to my parents for their endless prayers and unwavering support, and to everyone
who has helped and accompanied me throughout this journey

MOTTO

With faith in my heart and fire in my soul, I turned every doubt into determination

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Indralaya, May 08 2025

The author

A handwritten signature in black ink, appearing to read 'Tasya' followed by a stylized surname.

Tasya Sindianti

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**THE USE OF AI TECHNOLOGY IN THE PROCESS OF WRITING
CREATIVE WORKS: A CASE STUDY OF SIXTH-SEMESTER
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ABSTRACT

AI technology has significantly impacted various aspects of writing, including the creative writing process. This study investigated students' perception of the use of AI tools in assisting creative writing and the types of tools they used. Using a descriptive qualitative approach, data were collected through questionnaires and interviews with sixth-semester students enrolled in a creative writing class. The finding reveals that 96,6% of students agreed that AI helps improve the quality of their writing, and 100% found it effective in organizing ideas, outlining, drafting, and revising. Additionally, 96,6% reported frequently using AI tools such as Grammarly, ChatGPT, and Quillbot to support their writing process. While these tools provide significant support, students recognize the importance of manual revisions to maintain originality and ensure the authenticity of their creative works.


Keywords: Artificial Intelligence, technology, creative writing, perception


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CHAPTER 1

INTRODUCTION

The chapter presents: (1) The Background of the Study, (2) The Problem of the Study, (3) The Objective of the Study, and (4) The Significance of the Study.

1.1 The Background of the Study

Nowadays, technology has become an inseparable part of daily life, profoundly influencing various aspects of human activities, including culture, economy, and social interaction, and education. The usage of technologies such as social media, wireless devices, computers and the internet has become widespread among many people, regardless of age, gender, or economic background (Setyowati et al., 2022). According to Ghavifekr and Rosdy (2015), technological innovations have brought about significant changes in thinking patterns, work methods, and daily life routines. It introduces modern and effective methods to address everyday activities. Furthermore, modern technological developments have a significantly influenced numerous other field, including education.

Technology has transformed the way teaching and learning, introducing more interactive and flexible learning methods. It enhances access to vast information and resources that are important for learning (Cheung et al., 2018; Hao et al., 2019). With the presence of technology, access to information has become easier and faster, allowing students to learn from various sources around the world. According to Alkhaldi (2023), technology can enhance the learning process and motivate learners to participate in it since it provides a variety of tools that can capture learners' interest in learning. Multimedia elements, interactive tools, and digital resources successfully engage learners, resulting in more pleasureable and and productive learning experience. Technology assists leaners to achieve their best learning outcomes because, it makes the learning process can be more enjoyable and effective (Susanto et al., 2020).

The integration of technology or application in teaching and learning has tremendous effects. According to Haleem (2022), integrating technology into

teaching and learning provides an engaging experience for students, enabling them to stay more interested in the subject. Tools such as educational platforms, multimedia elements, and digital simulations provide opportunities for active learning and immediate feedback, enhancing understanding and retention of concepts. For instance, applications like Kahoot and Quizlet facilitate gamified learning, while Google Classroom streamlines communication and assignment submissions. By incorporating technology elements, it creates more dynamic and immersive learning that is both engaging and effective.

Among various technological advancements, artificial intelligence (AI) stands out as a significant transformative force in modern education. Kahng and Cho (2019) stated that AI is a technological breakthrough combines computer algorithms with data processing. It creates a system capable of carrying out of adaptation process based on various experiences gained. AI refers to a collection of theories and mimics human intelligence, allowing computers to perform some cognitive functions, such as learning and reasoning (Rahayu, 2023). Thus, AI is developed to simulate human-like thinking and decision-making process, through intelligent software and systems can support learning and problem-solving in educational contexts. In education, AI improves teaching and learning by offering personalized experiences, automating administrative tasks, and increasing the overall efficiency of the educational process. The study conducted by Hew et al. (2023) stated that students perceived Artificial Intelligence is a helpful and effective tool in enhancing their learning experiences. Many AI-powered tools are frequently used in education, including virtual mentors, voice-activated assistants, innovative learning content, digital classrooms, automated assessment systems, and customized learning experiences (Fitria, 2021). These great technological strides have especially and significantly transformed many aspects of education, and this includes the teaching and learning of English as well. AI technologies have assumed a very important and central role in increasing and improving both the means used for teaching and learning and the general learning experiences of students involved in acquiring English language.

The major result of the introduction of AI in English language teaching and learning has been the creation of new methods for improving efficiency in teaching and increasing students' participation. Technologies in language learning apps, intelligent tutoring systems, and others have revolutionized how students develop and acquire language skills (Rahayu, 2023). Mushthoza et al. (2023) argued that AI can improve English language teaching and learning by delivering personalized instruction, immediate feedback, curating educational resources, automating language assessment, and providing translation services. AI-powered tools, such as Duolingo and ELSA Speak, are utilizing learning systems that adjust lessons based on each person's level of skill and progress, thereby providing a learning experience customized to learners. On the other hand, writing is much assisted with Grammarly and QuillBot to better improve the grammar, vocabulary, and sentence structure, and with plagiarism checkers. AI-powered conversation tools like ChatGPT as virtual tutors in finding the main idea, improving grammar, and enriching vocabulary quickly. Translation tools, like Google Translate and DeepL Translator. All these new ideas help improve student engagement, enhance teaching much more effectively, and offer a variety of resources that help learners become better at English in a much more lively way. This makes AI a powerful tool for improving language learning performance (Popenici & Kerr, 2017; Zawacki-Richter et al, 2019).

While AI-powered tools have brought major improvement in general English language learning, especially their role in improving writing skills. Lindsay (2020) defined writing as indeed a complex and dynamic thinking process; it is only after going through this complex mental process that authors are able to produce written work that stems from their mind and thoughts. Anggraeni and Pentury (2018) further emphasize that through writing, allowing students to communicate and express their ideas and thoughts in written form, allowing them to convey their personal insights and creativity. Writing not only demands clarity and organization but also serves as a powerful tool for self-expression, enabling students to communicate their understanding and perspectives in a meaningful way.

There are various types of writing, one of which is creative writing. According to Alkhaldi (2023), creative writing (CW) is a product of creativity since it involves productive and expressive language skills. Creative writing offers greater freedom of expression, where students can express their ideas and imagination freely without being bounded by formal rules as in academic writing. Activities such as writing poems, short stories, or personal essays often make students feel more interested and engaged in the writing process as it gives room for creativity. CW activities need an continual processes and guidance (Santosa et al., 2019). Creative writing activities help the learners in translating their thought into meaningful and purposeful words and sentences, and the creative writing process requires flexibility, elaboration, proficiency, and fluency (Karuri, 2012).

In addition to its benefits, creative writing poses unique challenges for students. While it offers greater freedom of expression, it also demands a high level of skill, particularly in terms of vocabulary, grammar, and organizing complex ideas. Despite the creative freedom involved, students often struggle with the fundamental aspects of writing. Pratiwi (2016) revealed that one of the reasons writing is so challenging is due to the lack of mastery of vocabulary and grammar, along with limited practice and difficulty in articulating ideas clearly. In addition, Husna and Multazim (2019) added that writing is often considered more difficult than other skills such as listening, speaking, or reading because writing demands high concentration, deep thinking skills, and longer learning time. Different from other skills, writing requires a more complex process, starting from designing ideas, choosing the right words, and composing coherent sentences. Undoubtedly, writing is a challenging task due to the difficulties in developing, organizing, and putting such ideas into words (Richards & Renandya, 2002) and students' lack of basic knowledge about writing (Al-Mukdad, 2019). Some studies identified several challenges that students commonly face in writing, including lack of vocabulary, limited knowledge of grammar rules, inadequate spelling skills, lack of preparedness, low motivation, sub-optimal learning environment, and limited exposure to books and reading materials (Gbollie & Keamu, 2017; Misbah, 2017;

Moses & Mohammad, 2019). Furthermore, writing needs a significant amount of hard work and dedication (Wulandari, 2016). There are several factors that contribute to such difficulties, including a lack of vocabulary knowledge, which prevents students from writing a paragraph; a lack of grammatical knowledge, which prevents the cohesion and connectedness of ideas; a lack of motivation; and the majority of students' belief that writing is a complicated task. Furthermore, pupils lose motivation to write as a result of typical classroom teaching approaches (Ali & Ramana, 2018). One solution to this difficult challenge is to adopt more engaging and participatory instructional approaches, such as collaborative writing, peer feedback, and the use of technology to enhance the writing process.

AI technology can significantly assist in this process, particularly in overcoming some of the challenges associated with writing. According to Harunasari (2023), AI tools help learners with the actual writing process, such as developing and translating ideas into written form. Many digital tools for EFL students largely focus on assisting with the editing stage of writing, AI-powered tools like Paperpal, Grammarly, Hemingway, and others go beyond traditional functions by utilizing advanced algorithms to detect common errors in grammar, punctuation, and syntax. These tools not only provide immediate feedback to refine writing accuracy but also suggest ways to improve text clarity, coherence, and overall style. Additionally, many AI tools offer advanced features such as paraphrasing, rephrasing, and text refinement, enabling users to produce polished and professional-quality writing with greater efficiency (Srivastava, 2023). Tools like Grammarly and QuillBot are particularly effective in improving grammar, vocabulary, and sentence structure, while plagiarism checkers ensure the originality of written work. Meanwhile, AI-powered conversational tools such as ChatGPT act as virtual tutors, assisting students in identifying the main idea, enriching vocabulary, and refining grammar. Additionally, these tools foster a deeper understanding of language use by helping learners recognize patterns in their mistakes, thus promoting long-term learning and improvement.

There is a broad range of technological resources that can be used, and those can sufficiently help students to deal with their writing assignments by using various application writing tools. Kharis et al. (2020) highlighted that students actually hold a reasonably positive attitude regarding the integration of technology within a language learning process. Moreover, not only the combination but also the integration of educational practices developed for language learning together with the use of technology turn out very helpful for the students as it enhances their learning process. In a creative writing instance, for example, students frequently see technology as a crutch that helps them produce ideas, organize their thoughts, and polish their writing. The usage of technological tools in the classroom helped students create well-structured sentences and paragraphs while also improving their imagination (Abu-Hussein et al., 2020). It is seldom sufficient to note and stress how helpful word processing, grammar checking, and online thesaurus software are in helping students with a long list of problems related to vocabulary choice, sentence structure, and overall coherence in written work. Moreover, apart from these tools, there are digital platforms for peer reviewing and constructive feedback that help motivate students to produce work of higher quality, as now they can easily collaborate with each other and thus revise their drafts in a far better way. Silva and Janes (2020) stated that incorporating Using AI tools in the teaching and learning process, and applying them into EFL writing instruction, would be very promising in overcoming difficulties and improving writing proficiency. This, therefore, makes many students believe that integration and the use of AI technology in the writing process make it not only more accessible and convenient to write but also make the activity more enjoyable and less tedious and intimidating. This fosters their creativity and adds up to the overall improvement of their writing abilities and skills.

Although many studies have addressed the role of AI in language learning and academic writing, studies that specifically explore its impact in creative writing are limited (Suchy, 2024; Scott, 2024). Most of the existing studies focus more on AI as a technical tool in improving grammar and writing structure, without looking

deeper into how students utilize AI for idea development and creativity in creative writing.

While numerous previous studies have demonstrated the general advantages of using technology within educational settings, especially how it facilitates teaching and learning (Alkhaldi, 2023; Haleem, 2022; Susanto et al., 2020), few studies investigate the actual use of AI tools in creative writing classes. Many studies explore how AI affects education in general. For example, AI adaptive learning systems have had a significant positive impact on learning outcomes by tailoring learning content to students' needs. Sajja et al. (2023) developed the Artificial Intelligence-Enabled Intelligent Assistant (AIIA), which utilizes AI and Natural Language Processing to provide personalized learning support, including generating quizzes and offering tailored learning pathways. Similarly, Maity and Deroy (2024) discuss the integration of Generative AI, particularly large language models, such as GPT-4, are integrated into Intelligent Tutoring Systems to improve tailored teaching through dynamic content generation and real-time feedback. In the context writing, Kim and Tan (2023) introduced AI writing-support tool called Scraft that employs Socratic questioning to encourage critical thinking among students, demonstrating the potential of AI in fostering deeper engagement with writing tasks. However, there is a lack of research on the perception of students toward AI when they are used in improving creative writing skills. Creative writing is known as a useful way to help people be creative and express themselves (Karuri, 2012; Santosa et al., 2019). However, it is one of the most challenging skills of learning a language because of the need for good grammar, vocabulary, and organization (Pratiwi, 2016; Richards & Renandya, 2002). Therefore, it is essential to explore how students use AI tools to solve these problems in creative writing.

In response to this gap, this study aims to determine how AI technology helps students in the sixth semester taking part in the English Education Study Program at Sriwijaya University with their creative writing. This study seeks to answer how students feel about their improvement in creative writing skills using AI tools, as well as the tool most used and preferred among them. Overall, this study aims to

fill this gap by exploring students' perceptions of the use of AI in creative writing. By understanding how students perceive the benefits and challenges of AI, the results of this study are expected to provide insights for teachers in developing AI integration strategies that still maintain creativity and critical thinking in the writing process. Students are expected to use AI as a means to increase ideas and productivity, but still maintain uniqueness and originality in their work. With the right approach, AI can be a part of the creative writing education ecosystem that not only improves efficiency, but also maintains the fundamental values in the creative process.

From the above explanation, this study finds out how the AI technology is applied in the creative writing class, what kinds of AI technology are mostly used, and students' perceptions about the effectiveness of the AI technology in supporting their creative writing process. The study specifically seeks to determine how AI technology can improve the creative writing skills of 6th semester students in the English Education Study Program at Universitas Sriwijaya. More than that, this in-depth research project identify and analyze the various technologies most commonly selected and used by these students in their writing processes. Moreover, it explains the reasons and motivations behind their particular preferences toward these chosen tools and platforms. With such a focus and investigation, this research has aptly been titled "The Use of AI Technology in the Process of Writing Creative Works: A Case Study of the Sixth-semester Students in Creative Writing Class."

1.2 The Problem of the Study

Based on the background above, the problems of the study are formulated as follows:

1. What are the students' perceptions of the effectiveness of using AI technology in assisting the process of writing creative works?
2. What types of AI technology are most frequently used by students in writing creative works, and why do they choose these technologies?

1.3 The Objective of the Study

This study aims to investigate the perceptions of 6th semester English Education students regarding the effectiveness of AI technology in assisting and supporting the process of writing creative works. Furthermore, this study also aims at highlighting and identifying the types of AI technology that the students most often used while writing their works and investigate and explores the underlying reasons for their choices.

1.4 The Significance of the Study

This research seeks to attempt to gain new insight into students' perceptions regarding the effectiveness of AI technology in aiding the writing of creative works, specifically among 6th-semester English Education majors at Sriwijaya University. The research will look into what AI technology is being used most by students and why it is chosen, thus opening insights into the possibilities that AI technology might hold for better creative writing.

Furthermore, this study offers relevant and current information specifically for lecturers on the effective use of various forms of AI technology aimed at enhancing and improving students' creative writing skills. The findings of this particular study are of importance to a number of educational and curriculum initiatives, but most specifically those that focus on creative writing courses. Students involved in such courses typically engage in the creation of a variety of diverse writing formats, such as drama scripts, short stories, and poetry, among others. Through an increased understanding of students' preferences regarding specific choices of AI technology, as well as why they prefer these certain choices over others, educators can be better positioned to implement relevant AI technology tools into their teaching repertoire in a way that maximizes effectiveness. In so doing, this will lead to a much improved experience for students since increased creativity and productivity will be fostered within them for their writing tasks.

Finally, this study is expected to give important ideas to future researchers, thus serving as a stepping stone to a more detailed exploration of the use of AI technology in creative writing. Future studies could therefore involve more participants or look into different educational settings. This research only serves to be a beginning point toward further exploration on how AI technology may continue to change and improve the teaching and practicing of creative writing.

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