

**ANALYZING SIXTH SEMESTER STUDENTS' PERCEPTIONS  
TOWARDS THE USE OF TECHNOLOGICAL WRITING TOOLS IN  
ESSAY WRITING COURSE ATMOSPHERE**

**A Thesis**

**By**

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**Department of Language and Art Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

**2023**

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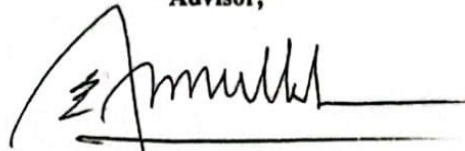
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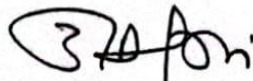


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**Analyzing Sixth Semester Students' Perceptions towards the Use of Technological  
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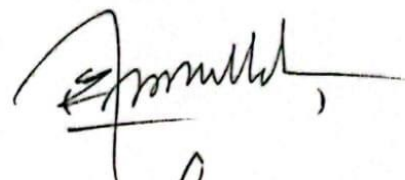
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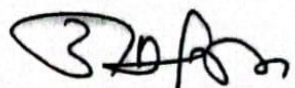


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## DECLARATION

I, the undersigned,

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Certify that thesis entitled "**Analyzing Sixth Semester Students' Perceptions towards the Use of Technological Writing Tools in Essay Writing Course Atmosphere**" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if am found to have plagiarized this work.

Palembang, June 12<sup>th</sup> 2022

The undersigned



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## **THESIS DEDICATIONS**

This dedicated to my dear parents, Jamingan and Rohana, for their unwavering support and constant presence throughout my academic journey. They had been a reliable source of comfort and had accompanied me through the challenges of administering this thesis. Their prayers, advices, and comfort words had been instrumental in my thesis success.

## **MOTTO**

“Neither happiness nor sadness is everlasting. Keep in mind that each day offers a chance for optimism and positivity in life”

Imam Syafi'i

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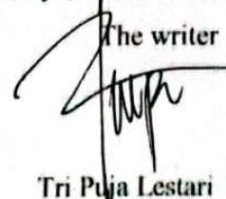
The thesis was composed with the purpose of fulfilling one of the requirements for achieving of a Bachelor's degree in English Education Study Program within the Faculty of Teacher Training and Education of Sriwijaya University. The writer also extends her utmost appreciation and profound gratitude to:

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Indralaya, 8 June 2023

The writer



Tri Puja Lestari

## TABLE OF CONTENTS

<b>COVER</b> .....	i
<b>APPROVAL</b> .....	ii
<b>COMMITTEE APPROVAL</b> .....	iii
<b>DECLARATION</b> .....	iii
<b>THESIS DEDICATIONS</b> .....	v
<b>MOTTO</b> .....	v
<b>ACKNOWLEDGEMENTS</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	vii
<b>LIST OF TABLES</b> .....	ix
<b>LIST OF FIGURES</b> .....	xi
<b>LIST OF CHARTS</b> .....	xii
<b>LIST OF APPENDICES</b> .....	xii
<b>ABSTRACT</b> .....	xiii
<b>CHAPTER 1 INTRODUCTION</b> .....	1
1. 1 Background of the Study.....	1
1. 2 Research Questions.....	9
1.3 Objectives of the Study.....	9
1.4 Significances of the Study.....	9
<b>CHAPTER II LITERATURE REVIEW</b> .....	10
2.1 Perception.....	10
2.2 The Importance of Perception.....	11
2.3 Types of Perception.....	12
2.4 Technological Writing Tools.....	13
2.4.1 English Grammar Checkers.....	13
2.4.2 Plagiarism Checkers.....	17
2.4.3 Translation Tools.....	20
2.4.4 Paraphrasing Tools.....	23
2.5 Essay Writing In English.....	26
2.5 Previous Related Studies.....	27
<b>CHAPTER III METHODOLOGY</b> .....	31
3.1 Research Design.....	31
3.2 Research Setting and Participants.....	31
3.3 Variables of Study.....	32

3.4 Operational Definitions.....	32
3.5 Data Collection .....	33
3.5.1 Student’s Perception of <i>Grammar Checker</i> .....	33
3.5.2 Student’s Perception of <i>Plagiarism Checker</i> .....	36
3.5.3 Student’s Perception of <i>Translation Tool</i> .....	37
3.5.4 Student’s Perception of <i>Paraphrasing Tool</i> .....	39
3.6 Validity and Reliability .....	41
3.7 Data Analysis .....	42
<b>CHAPTER IV FINDINGS AND INTERPRETATIONS .....</b>	<b>44</b>
4.1 Findings.....	44
4.1.1 Personal Information of the Participants .....	44
4.1.2 Students’ Perception towards the Use of Technological Writing Tools .....	45
4.1.2.1 Grammar Checker .....	46
4.1.2.2 Plagiarism Checker.....	52
4.1.2.3 Translation Tool .....	58
4.1.2.4 Paraphrasing Tool.....	64
4.1.3 Selected Technological Writing Tools .....	71
4.2 Interpretations of the Study.....	75
<b>CHAPTER V CONCLUSION AND SUGGESTIONS .....</b>	<b>81</b>
5.1 Conclusion .....	81
5.2 Suggestions .....	82
<b>REFERENCES .....</b>	<b>83</b>
<b>APPENDICES.....</b>	<b>96</b>



## LIST OF TABLES

Table 3.1	The Population and Sample of the Study .....	32
Table 3.2	Questionnaire from Dewi (2022).....	34
Table 3.3	Questionnaire from Lailika (2019).....	35
Table 3.4	Grammar Checker Questionnaire .....	35
Table 3.5	Plagiarism Checker Questionnaire .....	37
Table 3.6	Translation Tool Questionnaire .....	38
Table 3.7	Paraphrasing Tool Questionnaire .....	39
Table 3.8	Selected Technological Writing Tools Questionnaire.....	40
Table 3.9	Result of the Validity and Reliability .....	42
Table 4.1	Participants' Responses about the Perception of Grammar Checker .....	46
Table 4.2	Result of Descriptive Statistics from Perception of Grammar Checker....	46
Table 4.3	Participants' Responses about the Perception towards the Use of Grammar Checker.....	48
Table 4.4	Result of Descriptive Statistics from Perception of the Use of Grammar Checker .....	48
Table 4.5	Participants' Responses about the Perception towards the Feedbacks of Grammar Checker .....	50
Table 4.6	Result of Descriptive Statistics from Perception towards the Feedbacks of Grammar Checker .....	50
Table 4.7	Participants' Responses about the Perception of Plagiarism Checker .....	52
Table 4.8	Result of Descriptive Statistics from Perception of Plagiarism Checker ..	53
Table 4.9	Participants' Responses about the Perception towards the Use of Plagiarism Checker.....	54
Table 4.10	Result of Descriptive Statistics from Perception of the Use of Plagiarism Checker.....	54
Table 4.11	Participants' Responses about the Perception towards the Feedbacks of Plagiarism Checker .....	56
Table 4.12	Result of Descriptive Statistics from Perception towards the Feedbacks of Plagiarism checker .....	56
Table 4.13	Participants' Responses about the Perception of Translation Tool .....	58

Table 4.14	Result of Descriptive Statistics from Perception of Translation Tool.....	59
Table 4.15	Participants' Responses about the Perception towards the Use of Translation Tool .....	60
Table 4.16	Result of Descriptive Statistics from Perception of the Use of Translation Tool .....	60
Table 4.17	Participants' Responses about the Perception towards the Feedbacks of Translation Tool .....	62
Table 4.18	Result of Descriptive Statistics from Perception towards the Feedbacks of Translation Tool .....	62
Table 4.19	Participants' Responses about the Perception of Paraphrasing Tool .....	64
Table 4.20	Result of Descriptive Statistics from Perception of Paraphrasing Tool ....	65
Table 4.21	Participants' Responses about the Perception towards the Use of Paraphrasing Tool .....	66
Table 4.22	Result of Descriptive Statistics from Perception of the Use of Paraphrasing Tool .....	67
Table 4.23	Participants' Responses about the Perception towards the Feedbacks of Paraphrasing Tool .....	69
Table 4.24	Result of Descriptive Statistics from Perception towards the Feedbacks of Paraphrasing Tool .....	70

## LIST OF FIGURES

Figure 1 Grammarly .....	15
Figure 2 Ginger Online.....	15
Figure 3 SmallSEOTools.....	15
Figure 4 SpellCheckPlus .....	16
Figure 5 Language Tool .....	16
Figure 6 Paper Rater.....	16
Figure 7 Noun Plus .....	17
Figure 8 SmallSEOTools Plagiarism.....	18
Figure 9 PlagScan.....	18
Figure 10 Plagiarism Checker X .....	19
Figure 11 Plagiarism Checker .....	19
Figure 12 Grammarly Plagiarism .....	19
Figure 13 Google Translate .....	22
Figure 14 U Dictionary.....	22
Figure 15 Cambridge Dictionary .....	22
Figure 16 Bing Translator.....	23
Figure 17 Trex Dictionary .....	23
Figure 18 Quillbot .....	25
Figure 19 SmallSEOTools Paraphrasing.....	25
Figure 20 PREPOSTSEO .....	26
Figure 21 Editpad .....	26

## LIST OF CHARTS

Chart 4.1	The Result of Age of the Participants.....	44
Chart 4.2	The Result of Gender of the Participants.....	44
Chart 4.3	The Result of the Frequency of using Technological Writing Tools of the Participants .....	45
Chart 4.4	The Various of Grammar checker Applications/Websites used by the Participants .....	71
Chart 4.5	The Various of Plagiarism checker Applications/Websites used by the Participants .....	72
Chart 4.6	The Various of Translation Tool Applications/Websites used by the Participants .....	73
Chart 4.7	The Various of Paraphrasing Tool Applications/Websites used by the Participants .....	74

## LIST OF APPENDICES

APPENDIX A	Questionnaire .....	97
APPENDIX B	The Results of Close Ended Questionnaire.....	105
APPENDIX C	The Result of Validity and Reliability .....	118
APPENDIX D	Surat Usul Judul.....	123
APPENDIX E	Surat Keputusan Pembimbing Skripsi.....	124
APPENDIX F	Surat Izin Penelitian.....	126
APPENDIX G	Thesis Exam.....	127
APPENDIX H	Thesis Consultation Card.....	128

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Study Program: English Education

**ABSTRACT**

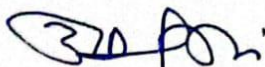
The utilization of technological writing tools presents novel prospects for text creation that mitigate concerns regarding grammatical errors, plagiarism, translation, and paraphrasing. Regarding this matter, the perceptions of students assume an important component that requires consideration by educators. The objective of this study is to ascertain the perceptions of students regarding the utilization of technological writing tools such as grammar checker, plagiarism checker, translation tool and paraphrasing tool in the context of essay writing course, as well as the specific types of technological writing tools employed. A cross-sectional survey was administered to the 6th semester of the English Education Study Program at the Faculty of Teacher Training and Education in Sriwijaya University, Indonesia. The data were collected by using questionnaires and statistically analyzed. The findings revealed that students had favourable views towards the utilization of technological writing tools in the context of Essay Writing Course. The majority of students held the perception that the utilization of technological writing tools assists them in resolving their writing-related challenges and utilize a variety of technological writing tools, including but not limited to grammar checkers, plagiarism detectors, translation tools, and paraphrasing tools. Future research could explore the integration of particular technological writing tools into pedagogical approaches for writing instruction.

*Keywords: technological writing tools; grammar checker, plagiarism checker, translation tool, paraphrasing tool, essay writing, perception*

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## CHAPTER 1

### INTRODUCTION

This chapter describes the background, the research questions, the objectives, and the significance of the study.

#### **1. 1 Background of the Study**

People tend to use technology to make works easier to handle. As Hanafizadeh et al. (2017) state, technology is already a component of human existence; humans use technological equipment such as computers to assist in daily tasks. Technology can also be used to facilitate communication. Technology has made it possible for people to engage with others in novel ways, communicate more rapidly, make purchases online more conveniently, and do many other things. Technology improves human lifestyle, individual who have access to it won't miss out on chances to interact with others or acquire new information (Achmad, 2021). As a result, technology has improved people's lives and given people more opportunities to stay connected.

Technological advancements of the 21st century have impacted a variety of area of life, including education. Technology is used in the teaching and learning process in education. New teaching-learning techniques arise that take into account the usage of technology and tried-and-true concepts, tactics, and practices in which Education 4.0 aims to deliver more effective, available, and adaptable educational programs (Miranda et al., 2021). Instructors and learners benefited the use of technology to create teaching and learning process easier and more enjoyable. According to Gilakjani (2017), technology aids teachers and students by providing online resources and chances to enhance language learning skills, such as the usage of YouTube videos and other online learning tools. To sum up, technology has an impact on education since it provides supports that facilitate the learning process.

The 21st century's effect on the education sector through the use of technology has forced educators to adapt by requiring learners to be proficient in using it as well. Therefore, learners are required to have digital literacy skill. This skill is critical for students to acquire since it is in great demand in the twenty-first century. Eryansyah, et al. (2019) acknowledge that digital literacy is becoming a competence that is vital for everyone in this 21st century, and that being the capability to read and write digitally in this century is highly crucial for both instructors and pupils. The ability to use computers, tablets, telephones, printers, and other digital devices is known as digital literacy. According to Bhatt (2012), the most fundamental aspect of digital literacy is knowledge and experience with communication technologies. Ideally, someone with digital literacy abilities will be able to grasp digital technology gadgets. Similarly, information literacy, media literacy, and Information and Communication Technology (ICT) literacy are the three components of digital literacy. Given the era's strong linkages to digital technology, these qualities appear to be significant in the twenty-first century (Zook, 2022). This competence is very important in the field of education because technology is used at every level of the educational process, as the digital era has brought with it a new set of skills that are essential for success in today's society, students should therefore be prepared to deal with such rapid technological developments by gaining knowledge the necessary skills. As Eshet-Alkalai (2004) defines, digital literacy is “survival skill in the digital era”.

Being digitally literate also applies to English Education students of Faculty of Teacher Training and Education at Sriwijaya University who are trained to become teachers. As science and technology continue to evolve at a rapid pace, it is apparent that LPTK (Lembaga Pendidikan Tenaga Kependidikan) or Educational Personnel Education Institute, in this case Faculty of Teacher Training and Education of Sriwijaya University, plays a significant role in producing educators who are proficient in technology, particularly learning technology (Damayanti, 2018). Students also have to meet the graduation standards set by the KKNI (Kerangka Kualifikasi Nasional Indonesia) curriculum

or INQF (Indonesian National Qualification Framework). KKNi acts as a guideline for managing and enhancing the quality of human resources, in this context is college students, to prepare them properly so that pursuant to the job recruiting system then students will be able to succeed in their chosen careers (Jono, 2016). KKNi that is implemented in institutions implied recommendation to include the capabilities needed in the industrial era 4.0 which is digital literacy. According to Agussani and Ansari (2020), every college graduate must have some competency, meaning expertise in particular professions, and be capable of benefiting from technology and art IPTEK since IQF adopted the current development, namely the Industrial Revolution 4.0. Zuriah (2021) also adds that institutions or universities must prepare IT-based educational infrastructure and ICT-literate stakeholders. Students, educators, and even parents must be literate in technology and communication media, able to communicate effectively, think deeply, solve issues, and cooperate.

In the process of learning English, four skills must be mastered by the students of the English Education Study Program of Faculty of Teacher Training and Education, Sriwijaya University: listening, reading, speaking, and writing. However, writing is regarded as the most difficult. Writing is seen as a constructive skill due to the fact that it results in the creation of new language by the writer. It is generally agreed that, out of the four linguistic talents, it is the one that requires the greatest effort (Haris et al., 2022). This skill, unlike speaking, is one of the four skills identified by Broughton et al. (1980) as being a priority for instruction and development. Although some pupils may seem to have a natural talent for it, writing is actually a skill that can be taught and improved upon with consistent practice. Patience (2020) also agrees that because learners are rarely given the chance to write in English, English writing has been perceived as a difficult ability in which learners must master.

Essay writing, in particular, appears to be viewed as a difficult assignment in which students regularly face difficulties. According to Bulqiyah et al. (2021), who conducted a study on pupils' essay writing challenges in one of a private



university in Jember, Indonesia, discovered that pupils encountered several difficulties while writing for a variety of reasons and the reported difficulties were as follows: first, the cognitive region is where students struggle the most while writing essays; this section concludes the process of writing viewpoint, transferring language, and writing process. Other researchers (Altınmakas & Bayyurt, 2019; Hasan & Marzuki, 2017) highlight the same issue, with the consequence that transferring L1 to the target language (English) becomes a hurdle for students while writing. Second, aside from the cognitive region, another most challenging aspect of essay writing is the linguistic area. It is difficult since it requires lexical-grammatical abilities. Not unexpectedly, students' challenges in writing essays have been exacerbated by linguistics expertise in general and grammar in particular such as word order. This is relevant to the finding of study conducted by Toba et al. (2019) who discovered that grammar represents one of the challenges that students experience when writing a comparison and contrast essay. Incorrect use of tenses, pronouns, auxiliary verbs, plural forms, -s/-es, and -ed forms contribute to grammatical problems. Third, the issue of vocabulary mastery such choice of words is a critical part of students' essay writing. Nugraheni and Basya (2018) also reported that the most difficult aspect of vocabulary for students in essay was word choice or diction. Many of the terms used were inappropriate for the occasion. Last, Bulqiyah et al. (2021) also reported that another greatest critical component of writing an essay is organizing it from paragraphs and paragraphs from sentences. According to Hajeid (2018), writing is difficult because of all the potential drawbacks, one of them is organization. As a result, the major challenges that Students face when attempting to write essays is in cognitive and linguistic area. In addition, students also faced some difficulties in word choice and organization.

However, in order to produce a piece of writing that is of a high quality, it is necessary to take into account a number of different aspects, including, but not limited to: organization, clarity, word choice, and mechanics (Starkey, 2004). Organization implies that the idea of the writing should be organized logically and

presented clearly. Writing can be organized in a variety of ways. Understanding what an organization is can help the reader comprehend what the text is attempting to convey (Maruf et al., 2021). Clarity or coherence is one of the essential elements of writing that students must possess in order to produce writing that is comprehensible and readable to the reader. According to Yunus and Haris (2014), coherence helps paragraphs combine into segments or divisions, creating a hierarchical text. Thus, it enhances the organization of a text by categorizing its numerous units and portions. Furthermore, word choice refers to the selection of words by students to express their own ideas in writing. How often students use and write certain words affects how they choose the right words to say when they write (Reszy & Yuli, 2013). Grammar and spelling are two aspects of the mechanics of written expression (Yuyun, 2022)

As Starkey (2004) described, learners need to take into consideration a number of aspects, including structure, clarity, word choice, and mechanics to produce a good writing, then plagiarism is one of the aspects that need to be considered in addition to the other aspects. Most students plagiarize by quoting without adding their own ideas, so plagiarism must be considered when writing (Kustini, 2021). Another reason for this is that essay writing is considered a form of academic writing which means that it is required to cite authoritative statements taken from other sources in order to provide support for the argument presented in the essay. According to Ariyanti (2016), an essay is a piece of academic writing that requires the writer to integrate factual material with current expert ideas and then evaluate their findings to those beliefs. In order to avoid plagiarism, students need to cite the resources properly. Hence, students are advised to consult a variety of sources and properly cite them when writing essays (Ismail et al., 2020). Because it is considered plagiarism to use another person's words, thoughts, or findings without properly attributing them, students should always be careful when incorporating the ideas of others into their own writing.

The issue of plagiarism can lead to pupils being accused of copying the work of others without giving proper credit, students must therefore engage in

some paraphrasing. According to Madani and Ardianti (2020), in this technological age, it's easier to plagiarize, so paraphrasing is needed because paraphrasing prevents writing plagiarism. Bailey (2017) confirms that in order to avoid plagiarism, students must paraphrase or summarize the information to be cited. Summarize indicates that someone is rewriting other ideas and maintaining the information in a shorter text. According to Betti (2022), the process of summarizing entails selecting the most important information from a larger body of text and presenting it in a concise manner. Meanwhile, paraphrasing is trying to rewrite other ideas in another form of structure the desired statement and preserving the purpose information of the original source. According to Rusdianto (2022), paraphrasing is rephrasing ideas and important information without the meaning being altered. Rusdianto (2022) also adds to simplify author's words, paraphrase.

Consequently, technological writing tools are considered to be the answer to help students in writing problems such as grammar and plagiarism. According to Cavaleri and Dianati (2016), students that struggle with grammar in their writing can benefit from using the grammar checker. Mubarok and Syafi'i (2020) describe that the grammar checker's features are not limited to just correcting grammatical errors; they may also aid pupils with everything from punctuation to plagiarism. With the help of writing tool apps, students can sharpen their awareness of grammar and spelling mistakes in their own work (Wang et al., 2013). Many technological tools are being used to help learners achieve their goals, improve their writing skills, and solve writing problems, such as the implementation of Automated Writing Evaluation or AWE programs within the field of English as a Foreign Language (EFL) and the advantages these device tools provide in in terms of increasing students' overall writing (Liu & Kunnan, 2015).

Besides grammar and plagiarism problems, there are also technological writing tools that can help students in transferring language and paraphrasing. There are paraphrase tools available online to help pupils who are having trouble

(Sulistyaningrum, 2021). Students are able to be able to translate text between languages with the help of machine translators, as stated by Carrió-Pastor (2016)

Hence, technological writing tools are tools that available in this digital era to supports students writing. Some of technological writing tools that commonly used by students to assist their writing is Grammarly. As Setyowati et al. (2022) reported, students mostly choose Grammarly as their most commonly used and their favourite technological writing tools. There are many studies related to Grammarly as one of them is the research conducted by Karyuatry (2018) discussed about Grammarly as a tool to improve students' writing quality. However, this research focus on proving Grammarly whether it could improve students writing rather than focus on the students' perception of using Grammarly as a specific grammar checker.

There are many tools that are available online that may assist students while writing essay. The technological writing tools function as grammar checkers including Grammarly, Ginger Online, Small Seo Tools, SpellCheckPlus, Language Tool, Paper Rater, NounPlus. In addition, Plagiarism Detector, SmallSeoTools, Grammarly, PlagScan, and Plagiarism Checker X are technological writing tools function as plagiarism checkers. Furthermore, Google Translate, Tr-ex.me Dictionary, U dictionary, Cambridge Dictionary, Bingg Translator are available online that function as translation tools. Last, Quillbot, SeoSmallTools, Prepostseo, Editpat are technological writing tool function as paraphrasing tools.

In English Education Study Program of Sriwijaya University, Essay Writing is given at the third semester. In essay writing course, the students are taught how to begin writing essays, how to develop their arguments with experts supporting claims, and how to develop their paragraphs into a strong essay in coherence by using transition words even techniques to produce a good essay that is not monotonous by using paraphrasing technique. The students are therefore highly encouraged to make use of the numerous technical writing tools that are

available to them in order to assist them in overcoming any writing challenges they may be experiencing while writing essay in essay writing course. Hence, the writer is attempting to figure out the perception of the sixth semester students towards the use of various websites/platforms/applications that functioned as technological writing tools, grammar checker, plagiarism checker, translation tool, or paraphrase tool that sixth semester students have experienced while in essay writing course. Since there are many types of technological writing tools such as grammar checkers, plagiarism checkers, translation tools, and paraphrasing tools, the writer is also attempting to find what the technological writing tools are commonly used by sixth semester students when writing essay in essay writing course.

There are previous studies that are related to this present study. They also investigated students' perception in terms of the use of automatic grammar checker in writing narrative (Tarsan et al., 2021); Grammarly to check grammar (Fitriana & Nurazni, 2022); Students perception in terms of the use of machine translation in EFL classroom (Sujarwo, 2020); Machine translation to enhance English literacy (Ilma, 2021); Students' perception in terms of the use of Turnitin in academic writing (Nova & Utami 2018); The effectiveness Anti-Plagiarism Software, Turnitin (Karimi & Amin, 2019); Students' perception in terms of the use of Quilbot in English Academic Writing Class (Kurniati & Fithriani, 2022); The use of digital writing tools in academic writing (Katleyana, 2020).

In order to gain a deeper comprehension to this topic, the writer is attempting to ascertain how students understand the utilization of a variety of other technical writing tools while engaging in the process of essay writing. In relation to essay writing, therefore, the sixth semester students of English Education Study Program who have enrolled in the essay writing class during the third semester will participate in this study and the purpose of the study is to investigate the students' perceptions toward the utilization of technological writing tools and find out the selected technological writing tools that are used by the students in essay writing course.

## **1.2 Research Questions**

Based on the background of the study, the research questions of this study are as follows:

1. What is the perception of the sixth semester students towards the use of technological writing tools in essay writing course atmosphere?
2. What are the technological writing tools that the sixth semester students used in the Essay Writing Course?

## **1.3 Objectives of the Study**

The objectives of the study are to find out:

1. The perception the sixth semester students towards the use of technological writing tools in essay writing course atmosphere
2. The selected technological writing tools that sixth semester students used in the Essay Writing course atmosphere

## **1.4 Significances of the Study**

The results of this study will benefit society because technical improvements are increasingly fulfilling, considering the available of a wide range of technological writing tools in today's technological period, the twenty-first century. Students in English language education can compose their academic writing, such as essays, more efficiently with the assistance of a variety of technological writing tools suited to their individual demands. In addition, the lecturers can take an approach to training students better in the use of technological writing tools by students, which in turn improves student performance in producing essays. For the researchers, the examination led to the discovery of various distinct forms of technological writing tools, and as a result, different technological tools were employed for each student in order to determine which tools were most used.

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