UNIVERSITY STUDENTS' PERCEPTIONS ON THE USE OF ARTIFICIAL INTELLIGENCE IN WRITING CLASS AT PALEMBANG

A Thesis

By

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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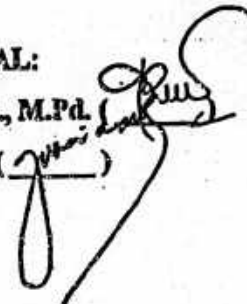
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DECLARATION

I, the undersigned,

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Certify that thesis entitled "University Students' Perceptions on the Use of Artificial Intelligence in Writing Class at Palembang" 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.

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DEDICATION

With great gratitude to Allah SWT for all His grace and guidance, I dedicate this thesis to my parents Saludin and Kartini who have provided endless love, support and prayers also to my brother Agung Wiranata and my sister Dwi Desti Damayanti who always provide encouragement and understanding; and to my friends who always helped and accompanied me in the process of preparing this thesis. Without the support of all of them, this achievement would not have been possible. Hopefully this dedication will be a form of my sincere gratitude and can provide benefits to many people.

MOTTO

"The scary news is you're on your own now
But the cool news is you're on your own now!" – Taylor Swift

"Take the risk or lose the chance." – Unknown

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The author

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ABSTRACT

This research investigates student perceptions regarding the use of Artificial Intelligence (AI) in English writing classes in Palembang. This research aims to identify specific AI-based learning tools used by students and to explore their perceptions of these tools. A questionnaire adapted from the Technology Acceptance Model was administered to 158 participants. The findings show that students feel helped in completing writing assignments because of the usefulness and ease of use provided by AI. Overall, students agreed on the usefulness and ease of using AI in the writing classroom.

Key words; Artificial Intelligence, Perception, Writing in Education, AI-Based Learning Tools, Technology Acceptance Models, Educational Technology

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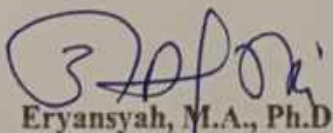
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CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

Technology is currently developing very significantly with the emergence of artificial intelligence (AI). According to Bhbosale et al. (2020) artificial intelligence (AI) is an intelligent machine that can behave like a human, think like a human, and make decisions according to a logical program in memory. AI technology includes machine learning and natural languages processing that enable systems to learn, improve, and solve complex tasks on an individual basis. As well as Evstratov & Guchenko (2020) mentioned that artificial intelligence (AI) is already making a difference in many parts of our lives, such as medicine, industry, and entertainment like computer games and movies. AI will likely be used in almost every activity in the future, becoming a helpful assistant for people in a wide range of tasks, from the easiest to the most challenging. Hamid et al. (2022) also added that it is an inevitable fact that AI is increasingly expanding into the educational environment and teaching processes in an institution. According to Yang (2022) there is greater interest than ever in understanding and improving the application of AI technology for educational purposes in institutions from both tertiary to elementary levels. As well as Zhang & Aslan (2021) state that As AI technology continues to advance, its utilization in education is on the rise, holding significant promise in delivering personalized learning, conducting dynamic assessments, and enabling meaningful interactions across online, mobile, or blended learning environments. In short, the development of AI technology especially in the education field has an impact because it can also support the learning process.

One field of education that has also begun to utilize AI technology is English education. Arini et al. (2022) stated that implementing AI to assist students in

their learning will have various positive effects. With the numerous advantages of digital skills and Artificial Intelligence (AI), the education system is now prepared to embrace AI-based mobile learning, particularly for language learning. AI can give feedback on grammar, interact with students through writing, process language input, offer better grammar feedback, assist with errors, enhance learning experiences, facilitate meaningful communication, boost confidence, increase motivation, and improve reading comprehension for students (Sumakul et al., 2022). In conclusion, AI offers enormous potential in English learning.

There are four skills that students must master in the English learning process, such as: speaking, reading, listening and writing. However, writing skills are considered to be the most complicated to master. According to Handayani & Aminatun (2020), one of the language skills that is considered the most difficult to acquire and teach is writing. Pratiwi (2016) mentioned one of the reasons why writing is a skill that is difficult for students to master is because of a lack of vocabulary and grammar, lack of practice and written ideas. Husna & Multazim (2019) also added that students feel that writing skills are more difficult than other skills because they require concentration, thinking skills, and longer learning, especially in an academic setting, will feel more difficult. Therefore, it is important for students to be able to communicate in English both verbally and in writing.

Nowadays, students are increasingly harnessing the power of Artificial Intelligence (AI) to help them complete their writing in writing classes. According to Chen (2023) through a sentence search engine and natural language processing, AI provides contextual examples to help students complete their writing. There are many AI applications that can help students complete their writing such as ChatGPT and elicit.org. Salvagno et al. (2023) added that ChatGPT and AI research assistants (such as "elicit.org") can help researchers in the literature search process by reviewing, finding academic papers, and summarizing their conclusions. Another AI application that can help students complete their writing is Grammarly, as a Google Chrome extension, Grammarly can detect grammar mistakes, spelling mistakes, wrong sentence construction, and check for

plagiarism (Fitria, 2021). Moreover, Alharbi (2023) also added it is time to take a more realistic approach to this issue and treat it as an unavoidable fact that they must accept and live with regardless of what language educators think and feel regarding students' use of AI-powered writing tools to accomplish their writing.

Hence, it is important to know students' perceptions of using AI to help their writing. Burkhard (2022) stated that students may need guidance and support from teachers in interacting with such tools because AI-powered writing tools are usually used without supervision and without further instructions or no possibility to ask questions. Several student perceptions will emerge regarding the use of AI to help complete their writing, as Utami et al. (2023) mentioned that perception must be comprehensive in describing behavior and students' positive perceptions of technology also increase their motivation, enthusiasm and level of academic success. Ibrahim et al. (2023) also added it is still unknown what students' perspectives are regarding the use of AI in writing assignments, and educators' perspectives regarding the use of these tools as plagiarism. In essence, bringing the issue of students' perceptions on the use of AI in writing class is important to ensuring that AI-enhanced writing tools align with the pedagogical goals and values of the student population.

In writing classes, students are expected to be able to develop their ideas into writing, strengthen their arguments by adding expert opinions, and make their paragraphs strong and coherent. Apart from that, students are also expected to be able to write something that is not monotonous so they also need paraphrasing skills here. Therefore, students certainly use several writing tools that can help them, such as AI tools that can help find ideas, paraphrase, and also check their grammar while writing.

In order to more understand how students use various AI writing tools in writing class, the study focuses on three University students of the English Education Study Program in Palembang. Specifically, those who took the writing class in a particular semester will be involved. The aim of this study is to identify the specific AI tools employed in the writing class, identify the usefulness and the

ease of using AI writing tools, and explores students' perceptions of using AI writing tools in writing class.

1.2 Research Questions

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

1. What types of Artificial Intelligence (AI)-based learning tools do students use in English writing classes?
2. What are students' perceptions towards using Artificial Intelligence (AI)-based learning tools in English writing classes?

1.3 Objectives of the Study

The objectives of this study are to find out:

1. Specific Artificial Intelligence (AI)-based learning tools students use in English writing classes.
2. The students' perceptions of using Artificial Intelligence (AI)-based learning tools in English writing classes.

1.4 Significances of the Study

The results of this research will be useful for society because it is an update, considering the availability of various kinds of Artificial Intelligence based learning tools in the current 21st century technological period. Students in English education can organize their writing more efficiently with the help of a variety of Artificial Intelligence technologies to suit their individual needs. In addition, lecturers can take approaches to train students better in the use of Artificial Intelligence technology used by students, which ultimately improves students' performance abilities in producing writing. For the author, the examination leads to the discovery of different forms of technological Artificial Intelligence, and as a result, different technological Artificial Intelligence tools are used for each student to determine which tools are most widely used.

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