

**USING AI Chat GPT POWERED DIGITAL WRITING
ASSISTANT IN HIGHER EDUCATION: EFL
STUDENT'S PERCEPTION**

THESIS

This thesis is submitted to meet one of the requirements to achieve
Sarjana Degree in English Language Education



**By:
Pascal Samudra Sambega**

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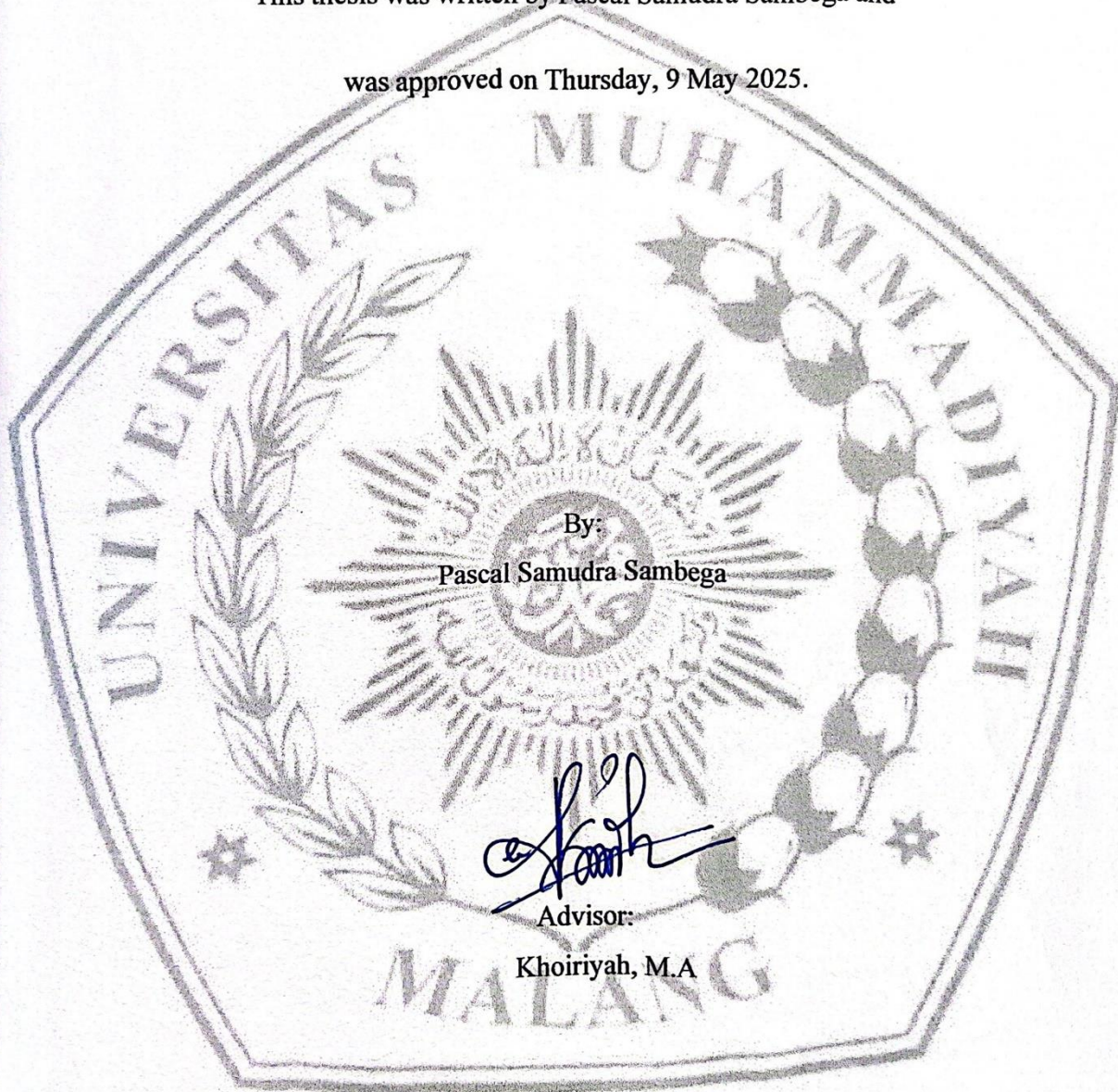
**ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY OF
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APPROVAL PAGE

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LEGALIZATION PAGE

This thesis was defended in front of the examiners of the Faculty of Teacher Training and Education of University of Muhammadiyah Malang and accepted as one of the requirements to achieve Bachelor's Degree in English Language Education on Thursday, 17 April 2025



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1. 
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MOTTO AND DEDICATIONS

Motto

“I would rather fight for my life than live it.”

Dedication

I dedicate this thesis to:

1. My family
2. My advisor
3. Myself



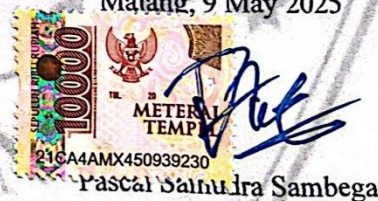
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Malang, 9 May 2025



Pascall Samudra Sambega

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I am profoundly grateful to Allah SWT for granting me the strength, wisdom, and guidance needed to complete this thesis. Without His blessings and permission, this accomplishment would not have been possible. I also extend my heartfelt salutations to Prophet Muhammad SAW, whose teachings illuminate our path from darkness to light.

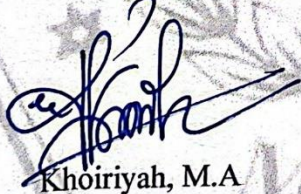
Throughout the process of writing this thesis, many individuals have provided invaluable support and assistance, making this final project possible. While it is impossible to name everyone, I would like to express my sincere gratitude and appreciation to the following:

1. My pleasure to become her student during thesis activity. Her name is Khoiriyah, M.A, because of her I can write my thesis completely, because of her I can believe of my own progress, because of her I can stand until the end of this chapter.
2. Somehow, my family supports me with mentally and financially. My beloved father Ibnu Wahyudi, my own lovely mother Lina Widiastuti The way they support got me through my struggle into the end.
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4. Finally, last but not least I would like to say a million thanks to myself for finishing this thesis!

ABSTRACT


This study explored EFL students' perceptions of using AI-powered digital writing assistants, specifically Chat GPT, in academic writing within higher education. With the rapid advancement of technology in 2024, artificial intelligence (AI) tools have become increasingly accessible and are widely integrated into educational settings. The research adopted a mixed-method approach, involving both quantitative and qualitative data collected using questionnaire from 117 students enrolled in academic writing course. The findings reveal that students perceive AI as a highly beneficial tool, especially for improving grammar, sentence construction, vocabulary, paraphrasing, and brainstorming ideas—particularly during the early stages of writing. However, the study also identifies significant concerns, including over-dependence on AI, reduced critical thinking, and the risk of plagiarism due to copying content without proper paraphrasing or citation. Despite these drawbacks, students acknowledge AI as a supportive tool rather than a replacement for their own efforts. The study concludes that while AI enhances writing productivity and learning outcomes, its responsible and ethical use must be emphasized to avoid negative academic implications.

Advisor



Khoiriyah, M.A

The researcher

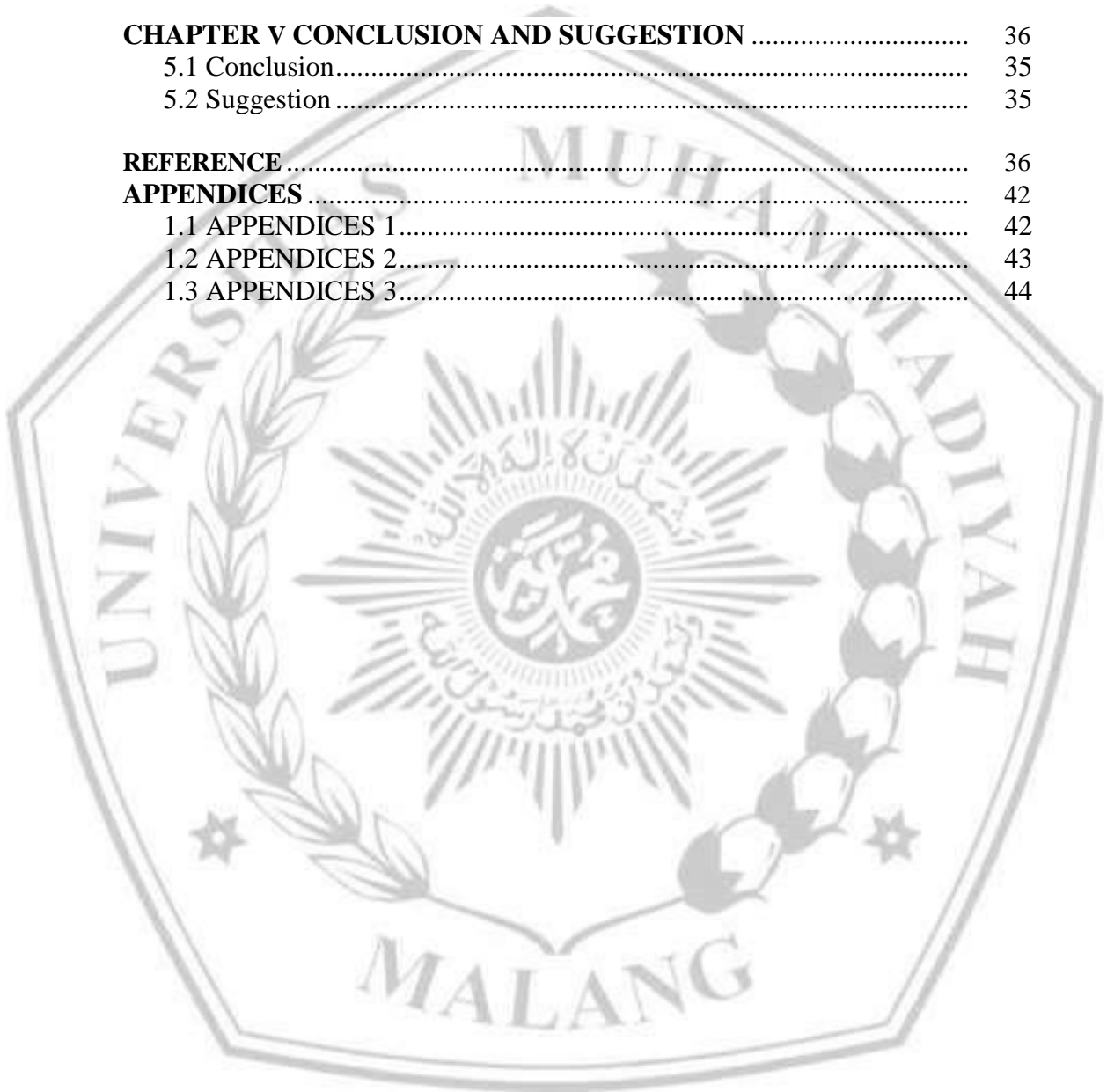


Pascal Samudra Sambega

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