

CHAPTER I

INTRODUCTION

The backdrop of the study is explained in this chapter, problem statement, objectives, scope, limitations, significance, also definitions of key terms. The following is how each point will be presented:

1.1 Background of Study

Currently in 2024, technology has developed so rapidly that all human jobs have begun to be replaced by robots (Priyadarshini et al., 2022). With this advanced technology, it is possible to make our work much easier, unlike the previous year where we had to look for information through books or magazines in the library (Kumar, 2024). Machines with like humans, logical thought and behavior are referred to as artificial intelligence (AI). AI nowadays, for instance, is capable of driving a car, performing medical procedures, providing legal advice, displaying directions, and many other tasks. As a result, AI would serve as a linguistic aid system in a classroom (Sumakul et al., 2022).

AI has begun in 2021 to circulate widely in the world and in 2024 this development is very rapid, everyone can use AI both for free. AI can translate all human languages on earth, the same as Google Translate, but Google Translate only translates text, while AI can translate voice. By providing instant feedback on various writing topic, structure, coherence and vocabulary writing using AI is more productive. Students can quickly develop their writing skills if they use the help of

AI itself to detect whether their writing has grammatical errors when they start writing, the AI can usually recommend and correct the structure of the sentence so that the quality of their writing becomes better. Eren (2021) found in the world of education, especially learning English such as Academic Writing class, AI really helps students in writing more easily using this advanced technology. AI and learners have a reciprocal learning environment such as collaborative and in language learning and writing can be improved (Song, 2023).

Language ability can be classified into four categories such as reading, listening, writing and speaking. Writing is usually considered a big problem for some EFL since it can be a most difficult skill for student. Students struggle when they express and integrate idea, They have trouble connecting phrases and paragraphs, as well as being cohesive and coherent (Eren, 2021). But with the help of AI what if we cause dependence on AI, Song (2023) said that thinking and wondering what AI's impact over time used in writing guidance is. Using AI in the long run will lead to serious dependence. Through this interactive session, most students transitioned from being dependent on other guidelines suddenly grow proficient at managing tasks on your own.

Plagiarism often occurs in writing, many students just take or copy and paste the results given by AI, especially Chat GPT. Usually to take a quote in a topic we must paraphrase first to avoid plagiarism so that we do not claim the writing of others. But, it is deemed academic dishonesty and paraphrasing plagiarism when the task is of paraphrasing text delegated to digital instrument, the output is modified to improve readability and lessen the possibility that any original content

may be detected text matching software (Perkins, 2023). By asking questions of a tool when they need something, it keeps the kids' attention on the subject they are writing about. Because ChatGPT helps straighten the track of students' writing, their writing can be more focused (Ida Royani & Sihombing, 2024).

We can not just write something that smells of plagiarism, AI does help us easily find topics in our writing class but we also have to be careful so that there is no plagiarism in it. It can be concluded that determining the occurrence of plagiarism or violation of integrity in academics has occurred is not students' employment of AI technologies, but the application of artificial intelligence.

Difficulties in academic writing can be overcome with the help of AI technology. AI can help enhance the standard of scholarly writing by using AI Grammarly can check grammar and spelling in academic writing. AI can provide suggestions for improving sentence structure, making it clearer and more effective, not only that AI can also help writers find relevant and up-to-date reference sources.

Shidiq (2023) conducted a research entitled “The use of artificial intelligence-based chat gpt and its challenges for the world of education; from the viewpoint of the development of creative writing skills”. In this article, the researcher uses qualitative methods, the ability of Chat-GPT to understand human language. This researcher also used a descriptive qualitative analysis method to provide an overview of how Chat-GPT is used. The Chat-GPT system cannot take the place of some functions in writing teaching. These responsibilities include communicating with students explaining concepts to them and offering advice on how to write them down. Therefore, the development of new technologies in

artificial intelligence such as Chat-GPT, could also offer a novelty in the current technological landscape, especially in the application of technology in education. Teachers will have to face a greater obstacle when carrying out the educational process as a result of Chat-GPT.

Song (2023) conducted research entitled “Enhancing academic writing skills and motivation: assessing the efficacy of Chat-GPT in AI-assisted language learning for EFL students”. This article uses qualitative method. In comparing students receiving AI instruction to the control group, quantitative analysis revealed a significant boost in both writing proficiency and motivation. Qualitative results reveal a range of viewpoints, from appreciation of AI's creative teaching function and its beneficial impacts on one's writing skills and drive to be accurate and dependency. When compared to other classes that do not use AI, the results show that students who use AI perform better and are active in their learning activities. In addition, some researchers examined how language learning resources using AI can improve their ability to write English. They also reflected points out the sustainability and impact over time of AI-assisted education, highlighting the need of continual AI tool development and adaption.

Furthermore, Eren (2021) conducted a research entitled “Supervisors’ perspectives on graduate students’ problems in academic writing”. This article uses qualitative methods. The study aimed to focus in the viewpoints of writing mentors of Jordan PHD students studying abroad. The results showed that there were six themes that emerged from the mentors, including grammatical errors, insufficient motivation, verb and vocabulary limitations, fear of writing, also problems with

general thesis structure. Taking light of the findings, the researchers recommend few suggestions and additional study that could aid supervisors in knowing the causes of these challenges.

Based on previous study the researcher wrote earlier from the three researchers above, they examined how AI, especially Chat GPT, can help students in writing classes and what impact we have if we repeatedly use AI in our writing. Chat GPT can also correct grammar, making it easier to write if you want to correct your grammar to be better. By assisting EFL students with idea generation, story development, and character development, ChatGPT can serve as a writing helper. The study also found that ChatGPT may be used to translate, summarize, and paraphrase in addition to detecting writing problems and enhancing grammar (Mulyana, 2025).

In several studies explaining what AI is and how this AI technology can help all human work become simpler and faster. But what is the risk when we learn to use AI, is there a dependency if we don't use AI? What is the future of students who use AI, will they be smart? What if they enter the world of direct work in which they have to use their own thoughts to complete their tasks without having to rely on AI? (Vall, 2023). In previous study, it was not explained how AI influences students' creativity and imagination in writing, therefore, this research can achieve what the research has done above and get what the researcher is looking for. With research that uses sophisticated technology in the form of AI chat, hopefully get maximum results.

All in all, the aim of this research is to explore and analyze students'

perceptions regarding the application of artificial intelligence (AI) tools in academic writing, focusing on their perceived benefits, ethical concerns, challenges, and the overall impact on their writing practices and academic integrity.

1.2 Statement of Problems

There are several problems faced in carrying out the above research, including the following:

1. How is the students' perception about the application of AI in their academic writing?
2. What are the potential advantages of applying AI techniques into academic writing?
3. What are the perceived benefit or drawbacks of using AI in academic writing?

1.3 Purposes of the Study

The purpose of the research carried out should be clear as well as the problems it will face, as follows:

1. To find out whether Artificial Intelligence Applications learning in potential for academic writing is good.

1.4 Significance of the Study

It is believed that the following advantages for learning English would result from the study that has been done:

1. The University

With this research, it is hoped that the campus will readjust the English language learning process

2. English Department

For lecturers in the English department, it is hoped that the research process carried out can be used as reference material in teaching their students in the classroom using AI technology.

3. The next researcher

For future researchers, the author hopes that the findings that have been made will have a positive impact on carrying out further research.

1.5 Scope and Limitation

In the formulation of the problem faced by this previous research, the scope will be limited, where previously it will focus on one class only, where this research has been carried out in the first semester of lectures.

1.6 Definition of key terms

1.6.1 Student's perception

According to Dewi (2021), Perception had an impact on students' motivation, attitude, and responsiveness during the learning process. How humans choose, arrange, and interpret sensory inputs to turn them into useful knowledge about their workplace is known as perception.

1.6.2 AI

According to Marzuki et al., (2023), AI writing tools are generally designed to evaluate written text and offer feedback on many aspects of the writing, including syntax, grammar, vocabulary, material, and structure. Machine-learning systems generate this type of feedback by comparing the written text to a large library of both accurate and inaccurate writing examples.

1.6.3 Chat-GPT

One type of artificial intelligence that can be utilized as a chatbot is Chat GPT a sizable language model created from Open AI (Caliskan, 2023). Artificial intelligence (AI) helps tailored language learning and promotes improved language comprehension by modifying training to each student's needs. Dynamic interactions with AI-powered chatbots improve language practice in real time by giving instant feedback and increasing confidence (Amin, 2023). Based on the GPT language model technology, ChatGPT is a publicly available tool created by OpenAI. It is an extremely intelligent chatbot that can respond to a variety of text-based requests, including basic inquiries and more complex jobs like writing thank-you notes and helping people have difficult conversations about productivity problems (Lund, 2023).

1.6.4 Academic writing

Academic writing is simply writing that is produced for academic purposes. Writing that is technical is what academic writing is. It is not the same as ordinary writing. In contrast to general writing, which is merely a record of something like information data, this type of writing is cohesive and well-organized in terms of words, phrases, sentences, paragraphs, ideas, and issues (Gurung, 2022). Based on Fang (2023), Writing can hone their brain skill, in writing the student can make topic what they want such as well as compose a wide range of textual materials, including letters, reading responses, argumentative essays, research papers, grant proposals, conference abstracts, PowerPoint presentations, book reviews, blogs, emails, and more.

