CHAPTER I
INTRODUCTION

1.1 Background of the Study

Writing is a method used by someone to express an idea into written form, this means that what the writer wants to convey can be conveyed to many people, especially readers. As Klimova (2017) cited Walsh's (2010) statements stated that writing is very important in higher education and in the workplace. If someone cannot express themselves in writing, then they will also have difficulty communicating face to face. Where she also said that writing skills are very necessary in making proposals, reports, memos, job applications and so on (Klimova, 2017). It means, writing is an aspect that is not easy, where writing is not only composing sentences but also expressing creative and critical ideas, paying attention to aspects of content, grammar and even paying attention to the combined coefficient of each sentence.

Writing is a process in higher education that requires creative and broad thoughts and ideas, where writing is an aspect where the process has quite a lot of difficulties. As stated by Lillis and Turner (2001), student writing in higher education is becoming more and more recognized as an issue. Concerns regarding students' incapacity to write in accordance with academic requirements have been expressed in social and pedagogical public discourse. These complaints have included remarks shared on media and informal interactions with tutors, as well as strong arguments for emphasizing communication as a critical skill in education colleges (Lillis & Turner, 2001). Junianti (2020) also stated that writing requires learners to organize their thoughts and improve their intelligence; in order to write well, they must comprehend and consider an extensive variety of topics Junianti *et al*. (2020). It means that writing is urgency in education if continuity solutions are not provided to minimize it, because writing is an important aspect, especially in academics in higher education.

Writing is an activity that has many benefits both in the world of education and career. As claimed by Klimova (2017) writing is an activity that has many benefits, including expressing personality, conveying communication, conveying logical and persuasive arguments, giving and receiving input and preparing oneself for higher education (Klimova, 2017). It can be concluded that writing is an important aspect that needs to be mastered at the higher education level. Especially by someone who uses English as a Foreign Language or EFL. Where writing is done in higher education, of course it is necessary to pay attention to several aspects so that the results of the writing can be precise and systematic, making it easier for readers to digest the contents of a piece of writing.

Additionally, there are two distinct learning processes for writing: writing in a second language and writing in a foreign language. As outlined in Machon (2009) writing in a second language (SL) context and writing in a foreign language (FL) setting are two different things to learn. Several of them result from the inherent differences between learning a second language (L2) in FL and SL contexts. In general, FL learners are expected to have a lower level of L2 competency than SL learners can. Thus, it could be challenging for FL learners to understand why they would desire to write well in an L2. In consideration on the fact, FL learners must translate from one language to another, it can be said that this is the reason why a lot of educators and teachers frequently classify FL writing as meaningless (Manchón, 2009). So it means that, FL learners feel difficult in writing because they are not only develop an idea but also need to pay attention to the coherence of each sentence without hindering the delivery of the written content by paying attention to elements in writing such as content and organization.

Content is the core of a piece of writing where there are ideas, thoughts and messages that will be conveyed by the writer. Reference to Molina *et al*. (2021) quoted from Widiati's (2023) article state that good

content is content that is quality, original, informative, relevant, meaningful, communicative with the audience, and fulfills its purpose, whether to provide information, persuade or provoke thought Widiati *et al.* (2023). Meanwhile, organization in writing is a way of organizing things related to writing, so that writing can be more structured, the content is arranged coherently, and the ideas are connected logically and coherently. Good organization can influence how well readers understand content, how persuasively an argument is good organization ensures a smooth flow of ideas, making writing easier to follow and more impactful Widiati *et al.* (2023). It means that content and organization are important aspects of writing because they represent the thoughts that will be conveyed by the writer who not only paying attention to ideas but also the sequence, coherence and cohesion of a sentence.

The evolution of teaching writing in the current era certainly cannot be separated from the rapid advances in technology. Technology is a digital tool or media used to help complete a job. In agreement with Linh (2021) stated that almost every aspect of life, including education, uses technology. As stated in the curriculum of higher education, technology has emerged as an innovative idea for instructional design and learning activities Linh *et al.* (2021). As stated by Sakkir (2022) technology helped people become better writers (Sakkir, 2022). So, it means that the digital tool can help students who are currently using it to improve their writing skills. As we often see technological tools currently used by people now is Artificial Intelligence. Artificial Intelligence (AI) is a tool that is generally used to analyze and provide comments on writing, both in terms of grammar, vocabulary, syntax, content and structure Widiati *et al.* (2023). So we can conclude that Artificial Intelligence (AI) is a writing tool that has been used especially for EFL students with low English language skills.

Writing is a crucial skill that learners need to acquire, many still struggle with it. As Ariyanti (2016) revealed, writing is an important skill that children must master, but many still struggle to become proficient in it.

Because there are many variations between *Bahasa* and English, including words, structural style, and syntax, writing in this context can be challenging, particularly for EFL students in Indonesia (Ariyanti, 2016). In addition, students should be able to translate or modify meaning from Indonesian to English so that their writing is not well read and that readers, especially native speakers, can understand what they have written. Therefore, with the help of AI tool, students can easily improve their abilities quickly because this tool can provide immediate feedback.

Artificial Intelligence (AI) includes various applications that can help human in their activities as like politics. Previous research conducted by Bareis and Katzenbach (2022) stated that integrating artificial Intelligence(AI) technology into society has become a contemporary political concern (Bareis & Katzenbach, 2022). It means that AI has various beneficial to helped humans in the world especially in politics. However, apart from that, AI also provides benefits in the world of education, especially in English Language Teaching (ELT).

In teaching English, Widiati (2023) stated that AI can improve students writing skills, especially in aspects of content and organization. These AI writing tools include Chat-GPT, Grammarly, Quillbolt, Wordtube and so on. Each of these tools has a different function, starting from helping students develop ideas for their writing, helping in choosing diction and helping organize appropriate grammar, helping paraphrase student writing and so on Widiati (2023).

EFL students are certainly greatly helped by this AI writing tool, where they can easily learn and get direct feedback. In line with Farrokhnia *et al*. (2023) quoted in the article of Widiati (2023) stated that although AI tools are able to improve writing skills, these tools may also not be effective in improving high-level writing elements, such as argument structure and coherence, because these aspects require deep understanding includes topics, logical thinking, and the ability to connect ideas Widiati *et*

al. (2023). In harmony with Sumakul (2022) research stated that AI tools have a positive impact on the students because these tools make students enjoy and feel helped in writing classes. Where these tools can help them understand theoretical concepts, assist them in the writing process and help them learn grammar and vocabulary in writing Sumakul *et al.* (2022). It also supported with research conducted by Alharbi (2023) demonstrate that an important part of students are using a variety of AI writing tools to improve their writing, with automatic writing evaluation being the tool most frequently used by students (Alharbi, 2023). It means that, in the research above, previous researchers agreed that AI tools are very helpful for educators or learners, especially in the writing aspect. However, of course there needs to be a perspective from students about AI to support and strengthen arguments regarding the impact of AI in writing.

Students have a lot of positive things to say about AI since these technologies are incredibly helpful for a variety of jobs, such as learning in the real world. Similar to the research carried out by Kim & Cho (2023) in order to offer practical guidelines for the successful integration and application of student-AI collaboration (SAC) in Korean, the research intends to investigate students' perspectives and experiences with SAC. Students felt that SAC could improve their task performance and affective domains, and that they could get past a variety of difficulties associated to AI and individuals (Kim & Cho, 2023). This is also supported by research conducted by Bok & Cho (2023) stating that this research investigated into the perspectives and experiences of Korean students studying a general English course that focused on academic writing skills in relation to using ChatGPT as a tool for paragraph revision. These results demonstrate the positive viewpoint of the students; they said that ChatGPT is a very reliable and helpful tool (Bok & Cho, 2023). This means that AI is a tool that provides quite a lot of benefits in the world of education, of course, where this has been felt by students in several countries, including Indonesia.

Previous research that also examined in Indonesia was conducted by Sumakul *et al.* (2022) entitled "Students' Perceptions of Using AI in Writing Classes" stated that the research aims to investigate how students perceive the use of AI in learning writing classes. Researchers feel interested in conducting research to find out whether AI is beneficial for student learning or not. The results of the research showed that they have the same perception, that AI given positive effect and very helpful in their writing skill. In line with research that has been conducted by Syahnaz and Fithriani (2023), where researchers examined one of the AI tools, namely the paraphrasing tool (QuillBot), to found out how the used of QuillBot is perceived by students in EFL academic writing courses. The results of data analysis showed that students gave positive responses to the use of QuillBot in academic writing. They found QuillBot very useful for their academic writing. Thus, this study showed that the use of AI-based technology in language courses is beneficial in several ways for students (Syahnaz & Fithriani, 2023). In several previous researches above, researchers concluded that students or learners agree that AI has and provides quite a positive impact on the learning process, especially in writing.

The other previous research was conducted by Shidiq (2023), this research examine one of AI applications that is Chat GPT. This research showed that AI also helps students in higher education, where in this study researchers stated that using Chat GPT can develop writing creativity. Because, chat GPT have positive impact in the field of educations and learning because of its ability to provide results based on words or sentences entered by users (Shidiq, 2023). It also in the other previous research that examine one of AI application that is Wordtune that conducted by Mahmud (2023) stated that Wordtune is the digital tool that increasing significant skills. Where, in this research conclude that students in the experimental group had higher scores by using Wordtune compared to students in the control group who did not use Wordtune. Researcher also said that Wordtune leads to increase levels of students' engagement in

writing thereby encouraging them to think and work more on their own writing practices and products.

In harmony with the previous research was conducted by Ippolito (2022) under the title "Creative Writing with an AI-Powered Writing Assistant: Perspectives from Professional Writers" this research also examine about one of AI tools that is WordCraft. This research concluded, that application can makes it easier for users to develop or edit a story which can increase the level or credible in writing (Ippolito, 2022). It also done by (Fitria, 2021) in her research under the title " "Grammarly" as AI - powered English Writing Assistant : Students' Alternative for English Writing". This study aims to examine the one of AI tools that is to overview of 'Grammarly' as an AI-powered English Writing Assistant for EFL students in English Writing. 'Grammarly' is one of the online grammar checkers that can be used in assessing EFL writing classes. In this research, researchers conclude that Grammarly also give positive impact for learners, because in this research students that use Grammarly get high score without not use that application.

However, in addition to the positive perspective felt by AI users, there is also a negative perspective, where AI tools can create user dependence, so that AI tools can not only help students, but can also potentially kill student productivity and creativity. This is in line with research conducted by Ningrum (2023) which stated that AI can limit creativity and originality. Not only that, Widiati's (2023) research also demonstrated that AI tools can create dependency so that AI have the potential to limit critical thinking and creativity of users, especially for educators or students.

In all the previous research above, most of the previous studies only referred to one AI tool and none of them used final semester students as research objects. Recent article Widiati (2023) examined about all AI tools, where researchers explore AI tools that are often used by students, but in

this research the previous researchers used teachers as the object of their research Widiati *et al*. (2023). Therefore, this research use qualitative research methodology and use students as research objects to find out what AI writing tools are often used by final semester students in preparing their thesis proposals and analyze their views regarding AI tools in helping improve their writing skills, especially in terms of content and organization. This research is expected to be stronger research, because researcher use students as research objects who in fact are direct users. Apart from that, none of the research above (Widiati (2023), Sumakul (2022), Alharbi (2023), Syahnaz and Fithriani (2023), Ippolito (2022), Fitria (2021), Shidiq (2023), Mahmud (2023)) included student writing results. Therefore, in this research the researcher make this into the latest where the current researcher will include the results of students' writing before and after using AI tools, especially in the content and organization sections. For results the researcher found that Grammarly is one of AI tools that often used by students in writing thesis and the students felt positive and negative perspective about AI and its impact in their writing, especially in content and organization of student's writing.

1.2 Research Questions

In this research, researcher has two research questions that will be identified and answered to be found, the following are the questions:

1. What types of AI tools do students use to improve their writing, particularly in terms of content and organization?

2. How do EFL students perspectives the impact of AI writing tools on the content and organization aspects of their writing?

1.3 Research Objectives

In this research, researcher has two research objectives, as follows:

1. To find out what types of AI writing tools students frequently use to improve their writing skills in terms of content and organization.

2. To know EFL students' perspectives on the impact of AI writing tools on the content and organizational aspects of their writing

1.4 Scope and Limitations

In this section, the researcher explains the scope and limitations of this research.

1.4.1 Scope

The scope of this research is to explore what AI writing tools are often used by students to help with the writing process, especially in terms of content and organization as well as observing student perspectives on how this Artificial Intelligence writing tools help improve their understanding and abilities in the field of writing. There are AI writing tools as like Chat GPT, Grammarly, QuillBot, and Wordtune. Researcher conducted the result of student's writing and interviews to collect the data in this research.

1.4.2 Limitations

The author limits the objects in this research to three students in final semester of English Education Study Program in UNUGIRI Bojonegoro.

1.5 Research Significance

After conducting research, the researcher hopes that this research can contribute to students regarding sophisticated electronic tools that are often used to improve their writing skills and critical and creative thinking abilities. This research has two advantages as follows:

1.5.1 Theoretically

This research provides several theoretical benefits including providing new insights into AI writing tools that are often used by students to improve their writing skills, especially in terms of content and organization, providing new knowledge to educators or students about each function of AI tools so that they can be used in the teaching and learning process in the classroom, especially in the aspect of writing and providing updates from previous research, so that they can become references in further research.

1.5.2 Practically

This research provides several practical benefits, where this research is useful for researchers to add insight into AI writing tools that are often used by students in the field of writing and add new knowledge about how AI writing tools improve student writing skills, especially in content and organization. Then the benefits can also be felt for EFL students who can further increase their understanding of AI writing tools and how these tools perform in improving their writing skills in English, especially in content and organization.

1.6 Definition of Key Terms

Writing in academic : Writing in academic is a common task performed by students in college in order to create a narrative of research and study in a formal format. The term "academic writing" can also refer to writing that is done in a methodical, theoretical, and scientific manner by employing real and factual data in an attempt to avoid misunderstanding. The term "academic writing" describes the formal, structured writing that is frequently used in academic and research contexts. It can be defined by the logical, clear, and unambiguous expression of ideas as well as the observance of specific rules and regulations. Academic writing is

frequently employed in scholarly journals, universities, and other academic institutions.

Perspective   : In everyday language, perspective can be defined as an individual's viewpoint, mindset, or approach about a specific problem or situation. On the other hand, perspective in this study refers to a certain viewpoint on an issue or phenomenon. In the context of this study, perspective refers to the viewpoint or concept that researchers employ for the purpose to examine, evaluate, and comprehend the phenomenon they are studying. Focus on developing a thorough understanding of phenomena by collecting and examining descriptive data from sources such as text analysis, interviews, and observations. Research perspective is therefore an essential starting point for comprehending the significance and usability of research.

EFL (English as a Foreign Language)   : EFL (English as a Foreign Language) or known as English as a second language. EFL is often found in countries where English is not the main language. Where, teaching and learning English is used to fulfill academic needs or needs in a job that requires learning a foreign language.

Content and Organization : Content is the core of a piece of writing where there are ideas, thoughts and messages that will be conveyed by the writer. Meanwhile organization in writing is a way of organizing things related to writing, so that writing can be more structured, the content is arranged coherently, and the ideas are connected logically and coherently.