

**THE USE OF ARTIFICIAL INTELLIGENCE IN FACILITATING  
ACADEMIC WRITING FOR STUDENTS OF ENGLISH LANGUAGE  
EDUCATION DEPARTMENT AT UNIVERSITY OF NUSANTARA PGRI  
KEDIRI**

**SKRIPSI**

Presented as a Partial Fulfillment of the Requirement the  
Sarjana Degree of Education of English Department  
Faculty of Teacher Training and Education  
University of Nusantara PGRI Kediri



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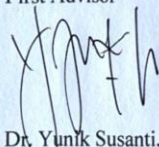
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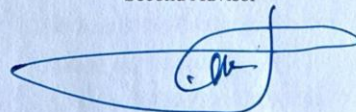
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**MOTTO AND DEDICATION**

**MOTTO :**

***“A winner is a dreamer, Who never gives up”***

*Nelson Mandela*

**DEDICATION :**

For All My Belloved Ones

## **Abstrak**

**Dewi Ayu Puspitasari Simhanandi** : The Use Of Artificial Intelligence In Facilitating Academic Writing For Students Of English Language Education Department At University Of Nusantara PGRI Kediri, Skripsi, English Department, The Faculty of Teacher Training and Education, Nusantara PGRI Kediri University, 2025.

**Keywords** :Artificial Intelligence, Academic Writing, QuillBot, ChatGPT, English Language Education, Higher Education

This study investigates the use of artificial intelligence tools, specifically QuillBot and ChatGPT, in facilitating academic writing among English Language Education students at University of Nusantara PGRI Kediri. Using a descriptive quantitative research design, the study surveyed 102 students from second to fourth-year levels through an online questionnaire based on a Likert scale. The research aimed to examine three main aspects: student familiarity with AI tools, the potential benefits of AI in academic writing, and the challenges students face when using these technologies.

The findings reveal high levels of student familiarity with AI writing tools, with 51% of respondents confident in identifying grammatical and spelling errors, 45% regularly using AI tools in academic writing, and 42% able to assess their writing abilities through AI assistance. Regarding potential benefits, students reported significant advantages in three key areas: summarization (65% agreement), idea development (55% agreement), and information synthesis (51% agreement). However, the study also identified notable challenges, including concerns about academic writing ethics violations (41%), limited access to premium features (41%), and potential plagiarism risks (40%).

The research concludes that AI tools have been successfully integrated into students' writing processes and are perceived as valuable resources for academic writing enhancement. The highest positive response was recorded for summarization tasks, indicating that AI tools are particularly effective in helping students distill and organize information. These findings contribute to the growing body of literature on AI integration in educational contexts and provide practical

insights for educators, students, and policymakers seeking to implement AI tools responsibly in academic writing instruction. Furthermore, the results of this study also showed positive responses, indicating that students were familiar with grammatical and spelling error identification when using AI. However, this study also revealed that students also experienced challenges when using AI, there are is including violated academic writing ethics and limited access.

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## TABLE of CONTENT

COVER PAGE.....	i
APPROVAL PAGE .....	ii
APPROVAL SHEET .....	iii
THE STATEMENT OF WRITING ORIGINALITY .....	iv
MOTTO AND DEDICATION.....	v
ABSTRACT .....	vi
ACKNOWLEDGEMENT .....	viii
TABLE of CONTENT .....	ix
LIST of TABLE .....	x
LIST of GRAPIC.....	xi
LIST of APENDIXES.....	xii
CHAPTER I_INTRODUCTION.....	1
A. Background of the Research.....	1
B. Identification of the Problem .....	3
C. Limitation of the Problem.....	4
D. Formulation of the Problem.....	5
E. Purpose of the Research .....	5
F. Significance of the Research .....	5
1. For Teachers.....	5
2. For Writer .....	5
3. For Other Researchers .....	6
G. Definition of Key Terms .....	6
1. QuillBot.....	6
2. ChatGPT.....	6
3. Academic Writing.....	6
CHAPTER II_REVIEW OF PREVIOUS STUDIES.....	7
A. Writing .....	7
B. Writing .....	7
C. Learn Writing .....	8
D. Micro and Macro of Writing .....	9
E. Writing for Higher Education Students .....	9
F. Academic Writing.....	10
G. Artificial Intelligence (AI).....	10
H. Artificial Intelligence in Education .....	11
A. Type of Artificial Intelligence .....	12

a. ChatGPT .....	13
b. QuillBot .....	13
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>15</b>
A. Identification of Research Variable .....	15
B. Technique and Approach of the Research.....	16
C. Place and Time .....	16
D. Population and Sample.....	16
1. Population.....	16
2. Sample.....	17
E. Standart Margin of Error .....	17
F. Instrument and Procedure of Collecting Data .....	18
G. Technique of Analysis.....	19
<b>CHAPTER IV RESEARCH RESULT AND DISCUSSION .....</b>	<b>23</b>
A. Results.....	23
B. Discussion .....	28
<b>CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION.....</b>	<b>33</b>
A. Conclusion.....	33
B. Implication .....	34
1. Theoretical Implication.....	34
2. Practical Implication .....	34
C. Suggestion.....	35
a. Teacher.....	35
b. Further Researchers .....	35
c. The Author as Prospective Teacher .....	35
<b>Bibliography .....</b>	<b>37</b>
<b>APPENDIXES .....</b>	<b>40</b>

## **LIST of TABLE**

<b>Table 3.1 The Blueprint of Questionnaire.....</b>	<b>20</b>
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## **LIST of GRAPIC**

<b>Graphic 4.1 The Students' Familiarity on The Use of AI (QuillBot and ChatGPT) in Academic Writing.....</b>	<b>25</b>
<b>Graphic 4.2 The Students' Potential Benefit on The Use of AI (QuillBot and ChatGPT) in Academic Writing .....</b>	<b>26</b>
<b>Graphic 4.3 The Students' Challenges on The Use of AI (QuillBot and ChatGPT) in Academic Writing.....</b>	<b>28</b>

## **LIST of APENDIXES**

<b>Appendix 1 Grade.....</b>	<b>41</b>
<b>Appendix 2 Question Use AI.....</b>	<b>41</b>
<b>Appendix 3 First Question.....</b>	<b>42</b>
<b>Appendix 4 Second Question.....</b>	<b>42</b>
<b>Appendix 5 Third Question.....</b>	<b>43</b>
<b>Appendix 6 Four Question.....</b>	<b>43</b>
<b>Appendix 7 Five Question.....</b>	<b>44</b>
<b>Appendix 8 Six Question.....</b>	<b>44</b>
<b>Appendix 9 Seven Question.....</b>	<b>45</b>
<b>Appendix 10 Eight Question.....</b>	<b>45</b>
<b>Appendix 11 Nine Question.....</b>	<b>46</b>
<b>Appendix 12 Permission Later.....</b>	<b>47</b>
<b>Appendix 13 Skripsi Guidance Form.....</b>	<b>48</b>
<b>Appendix 14 Skripsi Guidance Form.....</b>	<b>49</b>
<b>Appendix 15 Aproval Examination.....</b>	<b>50</b>

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the research, scope of the research, research problem, objective of the research, significance, and definition of key terms.

#### **A. Background of the Research**

Writing skill is a special attitude with which a writer can express his opinions into words. Through writing , students interact mentally with words and message (Chicho K. Z. H. (2022). Writing ability is a unique mindset that allows writers to express their thoughts through words. Through writing , students engage mentally with words and phrases. The importance of writing for English as a Foreign Language, not only writing in English but also understanding the meaning in each English sentence. Furthermore, Hayes, J. R., & Flower, L. S. (1980) stated that, writing is a complex linguistic skill. It enables the use of a graphic sign system to facilitate interpersonal communication. This is a productive activity in which a person records speech and transmits it to others. So, Writing are specialized abilities that enable writers to meaningfully communicate their ideas through words and engage the reader intellectually.

This study focuses on which AI are most assisted in academic writing , because writing are one of the most important that everyone must have. Writing encourages someone to think critically and analytically. Writing can also be a difficult activity for some people. There are several factors that cause difficulties in writing English. First, students admitted that they did not have dedicated time to practice writing in English. It made students struggle with writing in English because learning to write in English without practice is never successful. (Hyland, K. 2019). Moreover, Qowiyuddin et al., (2023) found that the primary cause of writing difficulties is a lack of English writing practice. In addition, limited motivation to study English may require guidance from teachers Adam N et al., (2021)



Learning in the digital age has specific characteristics. Unlike previous generations of students, the current generation is digital native. (Afif N, 2019). This means that in the technology significantly impacts education, both directly and indirectly. (Yılmaz, 2021). Otherwise, generative artificial intelligence (AI) has the potential to enhance teaching and learning, opening up new opportunities for academics. (Maphoto, K. B. et al., 2024). This means that, digital technologies are enabling innovative and collaborative teaching and learning techniques. (Qureshi et al., 2021). In addition, students can learn autonomously by utilizing technology advancements if they are motivated to improve their writing abilities.

Writing remains a challenge for most English language education students at Nusantara PGRI Kediri University, particularly for article and academic writing. In this increasingly advanced era, students are making greater use of technology, including artificial intelligence (AI). QuillBot and ChatGPT is some example of website based tools that are commonly used to help students for writing. QuillBot itself serves as a paraphrase or rewriting of text using artificial intelligence (AI) technology. QuillBot is designed to help users convert original text into a different shape without changing the meaning, QuillBot and ChatGPT generating new and unique text. ChatGPT can provide instant feedback on a student writing, it also highlights areas that need improvement, such as grammar, spelling, and punctuation. (Rudolph, J., Tan, S., & Tan, S. 2023). So, QuillBot and ChatGPT are website based tools is examples of media to improve writing .

Students can learn to practice writing independently using the features available on the two website. QuillBot is an online application to paraphrase writing, avoid plagiarism, summarize long sentences, and improve grammar to be more precise and look professional, Fitria, T.N. (2021). Furthermore, QuillBot is a modern-day technology that many students use to learn, as well as an online application that helps them improve their writing. QuillBot can help students identify writing errors, such as punctuation and grammar. (Amanda et al., 2023). The ease of access and use of artificial intelligence allows students to focus on writing exercises, so they can improve their writing more efficiently.

First, a study conducted by Amyatun, R. L., and Kholis,(2023) found that QuillBot has helped students improve their writing . QuillBot AI improves students' writing through word suggestions, sentence modification, and sentence structure.

Students can be assisted in writing, practicing, and practicing writing research journals using tools available through the online web. It can improve the quality and confidence of students in writing texts well and correctly. Second, with ChatGPT's advanced natural language processing capabilities. A study conducted by Faiz et al., (2023), students can better understand complex grammatical structures, hone their vocabulary usage, and develop their compositional overall. Another study by Malik et al. (2023) revealed that artificial intelligence (AI) powered writing tools have drawn notice for their capacity to help students write essays, provide grammar and style recommendations, and streamline content creation.

There are a lot of research on the use of artificial intelligence to help students written laguage in academic using QuillBot. (Latifah et al., 2024), Using AI Gencraft and ChatGPT. (Pratama, R.M.D., & Hastuti, D.P. 2024). And (Raheem et al., 2023) A systematic review of three AI applications (QuillBot, Grammarly, and ChatGPT) for academic writing.

However, there is no research on the use of artificial intelligence (AI) is most often used by EFL students for academic writing . In order to fill in the gap of knowladge about the the use of website based artificial intelligence (AI) in written language for academic writing, the study focused on writing , especially in english language education students for levels 2 to 4. The researcher intends to conduct a study entitled "The Use Of Artificial Intelligence In Facilitating Academic Writing For Students Of English Language Education Department At University Of Nusantara PGRI Kediri ".

## **B. Identification of the Problem**

Based on the research background above, the following problems were identified: First, how many percentages of the familiarity can get from the use of AI (QuillBot and ChatGPT) in academic writing for English education students at UNP Kediri is unknown. Second, the potential benefits of the use of

AI (QuillBot and ChatGPT). QuillBot and ChatGPT offer a variety of benefits to help write, ranging from paraphrasing and rewriting to creative text creation and both tools can save time and effort in the writing process, allowing students to focus on ideas and content. QuillBot and ChatGPT can help spark new ideas and encourage students to explore different writing styles. QuillBot and ChatGPT can help simplify sentences and improve text structure, making it easier for readers to understand. Third, to investigate the challenges do students face from second until fourth year levels when using (QuillBot and ChatGPT) for academic writing improvement. Where, these are the aspects of written language.

### **C. Limitation of the Problem**

For this research to be carried out more effectively and efficiently, it is necessary to have limitations in studying the problems that arise as mentioned in problem identification. Researchers limited the problem to be studied only by surveying to find out the students familiarity when using QuillBot or ChatGPT for english students department grade two until fourth grade at UNP Kediri. The survey focus on specific AI writing tools (QuillBot & ChatGPT) and not capture the broader landscape of AI applications for academic writing . This research also only focuses on second to fourth year students at University of Nusantara PGRI Kediri. Survey in this research to knows how many percentages of the familiarity can get from the use of AI (QuillBot and ChatGPT) in academic writing . Second, to know which aspects of academic writing are most assisted by QuillBot and ChatGPT in the academic writing activities. The challenges do students face from second until fourth year levels when using (QuillBot and ChatGPT) for academic writing improvement.

QuillBot excels at rephrasing existing text in various ways. It offers different modes like standard, fluency, creative, and shorten to adjust the level of paraphrasing and achieve the students desired outcome. This is helpful for avoiding plagiarism, improving clarity, or exploring different writing styles.

Furthermore, the main feature of ChatGPT is creative text generation. ChatGPT have ability to generate new and creative text formats. It can create poems, scripts, emails, letters, stories, and more. This makes it a valuable tool for brainstorming ideas, overcoming writer's block, or exploring different narrative approaches. Writing skill refers to the ability to communicate effectively through written language.

#### **D. Formulation of the Problem**

The research questions are formulated as follows:

- a) How many percentages of the familiarity can get from the use of AI (QuillBot and ChatGPT) in academic writing ?
- b) Which aspects of academic writing are most assisted by QuillBot and ChatGPT in the academic writing activities ?
- c) What challenges do students face from second until fourth year levels when using (QuillBot and ChatGPT) for academic writing improvement ?

#### **E. Purpose of the Research**

According to the research question, this research has several aims:

- a) To know how many the percentage of the student familiarity can get when using AI (QuillBot and ChatGPT) in facilitating academic writing .
- b) To find out what features of AI (QuillBot and ChatGPT) that facilitate academic writing.
- c) To know challenges do students face when using QuillBot and ChatGPT for writing improvement.

#### **F. Significance of the Research**

##### **1. For Teachers**

The survey results can help teachers understand how AI writing tools are perceived and used by students in the English Education Department at UNP Kediri. This knowledge can help teachers effectively incorporate AI tools into their teaching practices to support student writing development.

##### **2. For Writer**

By conducting thorough research, the author developed more deeper understanding of students' AI writing tools using QuillBot, ChatGPT in academic writing . Researching current topics can help writers expand a valuable tool for brainstorming ideas, overcoming writer's block, or exploring different narrative approaches. Carrying out research can add new insight and knowledge regarding the topic being researched.

### **3. For Other Researchers**

To provide additional information for other researchers who want to conduct further research on related fields and motivate other researchers to use the media to increase students' interest in written language .

## **G. Definition of Key Terms**

### **1. QuillBot**

QuillBot is a useful tool for students, writers, and professionals who want to improve the quality of their writing and avoid plagiarism. QuillBot is available in free and paid versions. The free version has some limitations, such as a character limit and limited paraphrasing mode. The paid version offers more features and looser restrictions. This technology uses advanced algorithms to analyze text and provide suggestions for improving readability, coherence, and fluency. (Latifah et al., 2024)

### **2. ChatGPT**

ChatGPT is a large language model chatbot created by OpenAI. It was initially announced in November 2022 and is based on the GPT-3.5 language model. ChatGPT can serve a variety of purposes. ChatGPT can assist students in writing a variety of content types, including blog articles, social media posts, advertising copy, etc. ChatGPT is a promising technology for academic research. (Dergaa et al., 2023)

### **3. Academic Writing**

Academic Writing are the abilities that students require to communicate effectively through written words. It is not enough to simply put letters on a page; language must also be clear, concise, and appealing to the audience. Writing is crucial for academic writing as it helps present key points, ideas, and arguments from a source text in a concise and clear manner. Shodieva , M. (2023)

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