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Abstrak

This study investigates the use of artificial intelligence tools, specifically QuillBot and ChatGPT, in facilitating academic writing skills 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.

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

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 skills, students interact mentally with words and massage (Chicho K. Z. H. (2022). Writing ability is a unique mindset that allows writers to express their thoughts through words. Through writing skills, students engage mentally with words and phrases. The importance of writing skills for English as a Foreign Language, not only writing skills 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 skills 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 skills, because writing skills are one of the most important skills 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)

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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 skills.

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 skills more

efficiently. First, a study conducted by Amyatun, R. L., and Kholis,(2023) found that QuillBot has helped students improve their writing skills. QuillBot AI improves students' writing skills 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 skills 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 skills. 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 skills, 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 Skills 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, despite the growing interest in artificial intelligence (AI) its effectiveness in developing academic writing skills for English education students at UNP Kediri is unknown. Second, QuillBot and ChatGPT offer

premium or paid features, which restrict the functionalities available in the free versions. The high number of students who access the QuillBott and ChatGPT website and use the various features in it. QuillBot and ChatGPT offer a variety of benefits to help write, ranging from paraphrasing and rewriting to creative text creation and answering questions. 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. 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 wich one QuillBot or ChatGPT is most using in 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 skills. The researcher focus on students' survey of QuillBot or ChatGPT is most using in second until fourth grade students at UNP Kediri. Survey in this research relate to the which one is most using QuillBot or ChatGPT, the effectiveness of using QuillBot or ChatGPT in academic writing, and obstacles in written language through QuillBot or ChatGPT. The main feature of QuillBot is paraphrasing and rewriting.

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 skills ?

b) Which aspects of academic writing are most assisted by QuillBot and ChatGPT in the academic writing activities ?

c) What challenges do students from second until fourth year levels face when used (QuillBot and ChatGPT) for academic writing skills 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 skills.

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 skills 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 skills. 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 reseachers to use the media to increase students' interest in written language skills.

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. **Writing skills**

Writing skills are the abilities that students require to communicate effectively through written words. It is not enough to simply put letters on a page; language mustalso be clear, concise, and appealing to the audience. Writing skills 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)

CHAPTER II
REVIEW OF RELATED RESEARCH

A. Writing

Writing is one of the four English skills that is used to deliver ideas, opinions, thoughts and feelings in written form. (R Ferira 2020). Writing is a complex and multifaceted skill that has been studied by scholars for centuries. There are various theories about how writing works. According to Senyoum, W.M. et al (2022) Writing is one of the most important English skills that can be categorized as active or productive. Suparno and Mohamad Yunus (2008: 1.3) define writing as the activity of conveying messages through written language. Meanwhile, Dalman (2018:3) defines writing as an activity in which messages (information) are conveyed to other parties in writing; writing is a creative process of expressing ideas through written language. However, there are several key concepts that are essential to understanding writing, including the writing process, the role of grammar and mechanics, the significance of audience, and the use of writing for various purposes.

B. Writing Skills

Writing skills are the ability to communicate ideas, opinions, and feelings to others using written language. According to Saleh Abbas (2006: 125), the accuracy with which ideas are expressed must be supported by the accuracy of the language used, vocabulary, and grammar, as well as the spelling of opinions. The use of spelling in writing skills must be studied and observed. In his book "How to Teach Writing," Jeremy Hamer (2004:65) defines writing skills as the ability to compose cohesive and coherent text and combine ideas logically. The most important aspect of writing skills is understanding the structure of the text and the function of each component within it. Writing skills involve expressing an idea or thought in written language using sentences that are clearly and completely structured so that thoughts can be successfully communicated to the reader (Byrne, 1979:3). Writing skills are found at all levels of education, particularly at the student level. Mastery of writing skills has a significant impact on students'

cognitive and psychomotor abilities (Hidayah, 2018). The importance of mastering writing skills in today's age of advanced technology stems from the fact that writing allows people to express their thoughts and ideas without having to meet face-to-face. According to Ramayanti and Nainggolan (2018), a person's writing skills can be said to be good if they have several abilities, including (a) the ability to identify the problem you want to write about; (b) sensitivity to the reader's situation; (c) the ability to devise a research strategy; (d) the ability to use Indonesian; (e) the ability to begin writing; and (f) the ability to proofread your own essay.

C. Learn Writing Skills

The majority of Nusantara PGRI Kediri University English language education students still struggle with writing, particularly when it comes to academic and article writing. Additionally, students are utilizing technology more and more in this more developed era, including artificial intelligence (AI). Then, ChatGPT and QuillBott evolved into writing tools for students. Many students still struggle to accurately and correctly process words in order to write. Some people even just copy and paste multiple pieces of writing from different sources into their assignments for school, never realizing the significance or goal of the individual pieces. Many of the students that we frequently see in class during paper presentations simply read through page after page with letters written on them. As a result, other students cannot understand the points they are trying to make. This practice will help them develop deeper insights and improve their language skills (Umiaty & Mansyur, 2017). Students who read more books are able to absorb and express a wider variety of knowledge through writing.. In addition, they will need to make a long-term investment in writing.

D. Micro and Macro Skills of Writing

The basic mechanical elements of writing, such as grapheme recognition, punctuation correctness, spelling rules, and sentence-level syntactic pattern generation, are all included in Brown's theoretical framework as micro-skills. In his work on language assessment principles, Brown (2004) defined the conceptual framework of micro and macro skills in writing

assessment in great detail. These microskills reflect the lower-order cognitive processes necessary for successful written communication and act as the building blocks that allow writers to generate coherent written discourse (Brown, 2004). On the other hand, macro-skills are higher-order cognitive processes that demand that writers perform like logically arranging ideas, creating arguments, preserving discourse coherence, modifying register and style for particular audiences, and strategically constructing texts to achieve communicative goals. English teachers now only ask their students to write without explaining anything beforehand, according to Mantra et al. (2018), which means that some students struggle to compose the text correctly. According to Brown (2004), effective writing instruction must address both aspects at the same time because mastery of macro-skills allows writers to communicate effectively across a variety of genres and contexts, while mastery of micro-skills provides the technical basis required for expressing complex ideas. In today's digital learning environments, where artificial intelligence tools have the potential to support both macro-level content organization and micro-level accuracy enhancement.

E. Writing for Higher Education Students

Writing for higher students requires an awareness of their particular requirements and difficulties as well as the ability to provide engaging, succinct, and clear information that will help them advance both academically and professionally.Whether your readers are graduate, undergraduate, or doctorate students, it is crucial for you as a writer to grasp their field of study and their academic standing.Writing requirements and styles vary throughout disciplines therefore, it's critical to customize your writing to your particular area of study. In this situation, writing properly and clearly is crucial. When speaking, one should be straightforward and avoid using superfluous jargon unless it is standard in the industry.

Furthermore, employing precise and proper language aids in the efficient delivery of the message. The writing's arrangement and structure must also be carefully thoug out, guaranteeing a logical flow that facilitates readers' understanding of the arguments or information provided. Effective academic

writing, for instance, "is able to connect complex concepts in a way that is understandable and accessible to students," according to a Journal of Higher Education article (Smith, 2022).

F. **Academic Writing**

According to (Mawardah, 2022) academic writing is very important to pay attention of how the writer can deliver information in good way, clearly, and not complicated to understand, also that is why writing in academic writing is not only about some idea, but it must contains the thoughts and feeling of the writer. Similarly, (Farkhan & Maylia, 2016) stated that academic writing is more complex, because not only request mechanical aspects of writing, such as punctuation, using correct word, or structure of essay, but also concerns more academic contents related to disscuss some issues or some cases. Therefore, according to (Subekti & Kurniawati, 2023) academic writing skills in proficiency, plays an essential role in students academic success, even though for achieving academic success, a lot students still struggle with it.

G. **Artificial Intelligence (AI)**

As artificial intelligence (AI) has been around since 1957, it was formerly primarily associated with computers. However, numerous studies, particularly in the field of computer education, have demonstrated that AI evolved from the development of artificial intelligence, which consists of two parts: software and hardware. The term artificial intelligence (AI) is defined by Chassignol et al. (2018) as a theory and a field of study in computer science that aims to solve a variety of cognitive issues that are typically connected to human intelligence, such as learning, problem solving, and pattern recognition, before adapting. Artificial intelligence (AI) is defined by Chassignol et al. (2018) as a theory that directs the creation and application of computer systems in accordance with human abilities, particularly the capacity to perform unique tasks and the ability to fulfill decisions that need to be made by humans, such as voice recognition, visual perception, retrieval, and language translation. Furthermore, Pokrivcakova (2019) contends that decades of research and development have resulted in artificial intelligence (AI), which has been developed by experts from various education institutions, including

linguists, cognitive scientists, psychologists, system designers, data scientists, product designers, statisticians, and linguists. The goal of the education system is to support educators and students in continuously enhancing their flexible knowledge and skills.

H. Artificial Intelligence in Education

The utilization of artificial intelligence (AI) in the field of education presents a revolutionary prospect, given that modern educational resources are sourced from the internet and global web. The content can be accessed from anywhere when learning online or through a web-based learning platform, and language translation tools let students learn at their own pace and within their own context. In their papers on the subjects of "AI" and "education," published on Web of Science and Google Scholar since 2010, Chassignol et al. (2018) state that the use of AI algorithms and systems in the field of education has grown dramatically year over year. The research yielded a significant result of 70%, suggesting that humans rely heavily on artificial intelligence. Because of this, artificial intelligence (AI) in education has a significant impact on a number of areas of daily life in addition to education. Furthermore, according to Sharma et al. (2019), artificial intelligence (AI) in education has taken the form of intelligent tutoring systems, adaptive learning systems, and systems that improve the quality of administration, instruction and learning processes. According, Pokrivcakova (2019) noted that artificial intelligence (AI) in education takes the form of an intelligent system with adaptive capabilities. The principles and features of this system allow AI in education to perform a variety of tasks that are completed traditionally or conventionally, as well as enhance students' learning experiences by coaching and customizing instruction to meet their needs and expectations.

A. Type of Artificial Intelligence

As was previously mentioned, artificial intelligence (AI) refers to computer systems that have been trained to mimic human behavior. Artificial intelligence (AI) is still far from possessing human-level perfection. Martinez (2019) asserts that the fundamental characteristics of artificial intelligence are as follows:

a. Acting Humanly :

Artificial intelligence is capable of doing work and performing tasks that are typically performed by humans.

b. Thinking Humanly :

This feature refers to a technological tool that possesses a human thought process and is capable of engaging in human activities as a result.

c. Think Rationally :

Logically, it is the way of the human mind. Thus, the goal of creating this artificial intelligence system was to give it human-like critical reasoning abilities.

d. Act Rationally :

The last one is the development of a system where people are not only able to think logically but also react logically, such as determining whether something is true or not or whether something is forbidden or not. This involves the ability to think logically and then act logically. Artificial intelligence (AI) is developing very quickly in the world, and current technology is also advancing at a rapid rate. While most news reports focus on robots, there are other forms of AI systems that are more subtle, like cellphones and other everyday devices. Martinez (2019) lists the following as instances of artificial intelligence:

a) Virtual Assistant: The closest thing artificial intelligence (AI) has to offer is a daily helper. It is always carried in our bags when we travel. All we have to do is call their name when we need them to respond to a question or complete an assignment. Artificial intelligence tools like QuillBot and ChatGPT, for instance, are made to assist students with tasks.

b) Face Recognition: One example of artificial intelligence in action is the security system on our gadgets. One of the systems that work to protect our gadgets is facial recognition. The faces scanned by this artificial intelligence system will be compared to previously scanned faces.

a. **ChatGPT**

ChatGPT was released in November 2022 by the American artificial intelligence (AI) research lab OpenAI (openai.com, 2022). ChatGPT is an application that uses natural language processing, or NLP, to respond to different types of questions from users by having them type text into the system. Because ChatGPT's responses are visible, a lot of people continue to use AI assistance, even after a few years. well-organized, the connections between words or sentences make sense, the accuracy is decent, and it can recall previous exchanges. Adi Setiawan et al. (2023) found that ChatGPT can produce a piece of writing totaling 693 words or more. As the ChatGPT application develops, it will be able to display images and charts in addition to text.

b. **QuillBot**

QuillBot was developed by Roham Gharegozlou, David Silin, and Luke Lau in 2017. QuillBot is an application that uses innovative language processing and artificial intelligence algorithms to help users create smooth and coherent written content. The QuillBot application is an AI-powered tool that can rewrite, edit, and change sentences in text narratives (Dicky, 2024). In short, QuillBot is a paraphrasing application because paraphrasing is an important part of writing scientific papers, particularly theses. This is because writing a scientific work is expected to be original and free of plagiarism. Consequently, artificial intelligence (AI) is required to facilitate the processing of paraphrases; one pertinent or user-friendly example of AI is QuillBot and can use QuillBot online by going to the official website

CHAPTER III
RESEARCH METHOD

A. Identification of Research Variable

In this research there is only one variable, namely the descriptive variable :

The identification and categorization of variables is a key element in quantitative research methodology that establishes the statistical techniques and analytical framework to be used (Creswell & Creswell, 2018). The fundamental components by which research questions are operationalized, which are quantifiable traits or qualities that can differ between participants or over time (Bryman, 2016). Establishing the scope of the investigation and choosing the best methods for data collecting and analysis depend on the accurate identification of research variables. Using a descriptive quantitative methodology, this study focuses on a single variable type, a descriptive variable. According to Sugiyono (2019), descriptive variables are those that exist independently and do not establish causal linkages with other variables. Using artificial intelligence technologies in academic writing assignments are all included in the descriptive variable of this study.

The definition of the descriptive variable in this study is "The Use Of Artificial Intelligence In Facilitating Academic Writing Skills For Students Of English Language Education Department At University Of Nusantara PGRI Kediri." Three different indicators are included in the variable, which is divided into three research questions. The questions number 1-3 the percentage of the student familiarity can get from the use of AI (QuillBot and ChatGPT) in academic writing skills (QuillBot or ChatGPT), questions number 4-6 which aspects of academic writing are most assisted by QuillBot and ChatGPT in the academic writing activities, and questions number 7-9 the challenges do students face when used (QuillBot and ChatGPT) for academic writing skills improvement

B. Technique and Approach of the Research

The researcher use a quantitative research. The first step was planning the main questions, which are about beliefs that can be answered most

precisely through the survey method and use methods of data collection, questionnaires. The second step was to determine which population would be included in the study. The study's participants start from grade two until fourth grade students in English language department at university of Nusantara PGRI Kediri. There are about 138 students. Next , in the third step, random sampling was conducted. In addition, after obtaining samples, the researcher will use random sampling to collect accurate data. From the above explanation, it can be inferred that the purpose of this study is to provide the use of AI (artificial intelligence) like ChatGPT and QuillBot application in terms of their academic writing skills.

C. Place and Time

1. Place

This research will be carried out at Universitas Nusantara PGRI Kediri. Located on campus 1. Located on Jl. Ahmad Dahlan No.76, Mojoroto, District. Mojoroto, Kediri City, East Java 64112.

2. Time

The research will be conducted over a period of 6 months, from December 2024 to June 2025. Meanwhile, the research schedule is as follows:

No.	Activities	Time Allocation					
		December	January	February	April	May	June
1	Preparing the Research Proposal						
2	Conducting the Research		V				
3	Data Analysis				V	V	
4	Writing Research Result						V

D. Population and Sample

1. Population

A population includes all members of a defined class of people, events, or objects, (Ary D. et al, 2010). Population in this research involved

second until fourth grade at University of Nusantara PGRI Kediri. Each grade and the population is this research can be seen in the table below.

No	Grade 2	Grade 3	Grade 4
Number of students	38	64	36
Total	138		

2. **Sample**

According to Ary D., et al (2010), a sample is a small group observed, while a population is the broader group used to make generalizations. Meanwhile, according to Siyoto & Sodik (2015), the sample is part of the number and characteristics possessed by the population, which is a small part of the population members taken. The researcher use simple random sampling technique for this research. According to Ary D, et al (2010), The mean of Simple random sampling ensures that all individuals of the population have an equal probability of being included in the sample. The total populations in this research are 138 sudents.

E. **Standart Margin of Error**

To calculate the sample size needed to have standart margin of error of 5% with a population of 138, the researcher need to use the sample size formula for propotion. The used formula is as follows :

Formula:

The formula for the margin of error (E) for a population proportion is: $E = z * sqrt((p * (1 - p)) / n) * sqrt((N - n) / (N - 1))$

Where:

E = Margin of Error

z = z-score corresponding to the desired confidence level (for a 95% confidence level)

p = Population proportion (0.5 for the maximum possible margin of error) n

= Sample size

N = Population size (138)

sqrt((N - n) / (N - 1))

Calculate the margin of error:

E = 1.96 * sqrt((0.5 * (1 - 0.5)) / 50) * sqrt((138 - 50) / (138 - 1))

E = 1.96 * sqrt((0.5 * 0.5) / 50) * sqrt(88 / 137)

E = 1.96 * sqrt(0.25 / 50) * sqrt(0.6423)

E = 1.96 * sqrt(0.005) * 0.8014

E = 1.96 * 0.0707 * 0.8014

E ≈ 0.111

So, from the population of 138, the maximum margin of error at a 95% confidence level would be approximately ±11.1%.

The data of questionnaire was analyzed by using the Slovo formula:

Where :

$$n = \frac{N}{1 + N\,(e^2)}$$

re:

a. n is the required sample size,

b. N is the population size (138),

c. e is the margin of error (0.05).

Calculate:

$$n = \frac{138}{1 + 138\,(0.05^2)}$$

$$n = \frac{138}{1 + 138\,(0.0025)}$$

$$n = \frac{138}{1 + 0.345}$$

$$n = \frac{138}{1.345}$$

$n = 102$

So, the sample size of approximately 102 individuals is needed (rounded up to get a sufficient sample size). The sample size needed to obtain a margin of error of 5% form a population of 138 students is around 102. So, researcher need around 102 resondents to achieve an error rate of 5% with a confidence level of 95%.

F. Instrument and Procedure of Collecting Data

The measuring tool for this study is an online questionnaire administered through Google Form. Researchers created a multiple choice questionnaire and assessed its validity and reliability before using it to gather data from participants. Arikunto (2010) states that data collection instruments are tools that researchers select and employ to make their data collection activities more organized and manageable. In this study, the questionnaire method uses a likert scale to provide a score for the research instrument. According, Kurniawati & Judisseno (2022) determined the Likert scale by giving a value or numerical score to five choices, namely strongly agree with a score of 5, agree with a score of 4, undecided/neutral with a score of 3, disagree with a score of 2, and strongly disagree with a score of 1. The place used to test the questionnaire was 138 students from grade second to grade fourth of the English language study program at UN PGRI Kediri.

G. Technique of Analysis

To analyze the data, there were several step. First, the data will get from the questionnaire are turn into scores based on the Likert-scale in which the score for strongly agree, agree, neutral, disagree and strongly disagree were respectively 5,4,3,2, and 1 score. Then the score is calculated as a percentage of the score for each aspect. Next, the scores are interpreted using interval analysis. The following criteria are used to interpret the calculated scores so that the level of student engagement can be known (Susanti, Y. 2020).

Interval Criteria:

0% - 19.99% = Strongly Disagree

20% - 39.99% = Disagree

40% - 59.99% = Neutral

60% - 79.99% = Agree

80% - 100% = Strongly Agree

Data about the use of AI in academic writing skills was collected using a closed questionnaire. The questionnaire was developed using the blueprints of questionnaire and three divisions proposed by (Cecilia Ka Yuk Chan and Wenjie Hu, 2023) , (Mizumoto and Eguchi, 2023), (Berg, 2023; Chan & Zhou, 2023) , as shown in the following table :

The Blueprint of Questionnaire

Perceptions of generative AI technologies in higher education (Cecilia Ka Yuk Chan and Wenjie Hu, 2023) , (Mizumoto and Eguchi, 2023), (Berg, 2023; Chan & Zhou, 2023)			
No.	Theoris	Question (English)	Pertanyaan (Indonesia)
		Familiarity	
1.	Examined Chat GPT's reliability and accuracy as an essay scoring tool, and the results show that it **could deliver instant scores** and **comments on**	I am **often use** AI-based tools (Chat GPT or Quilbolt) in writing essays.	Saya **sering menggunakan** alat bantu berbasis AI (Chat GPT atau Quilbolt) dalam menulis essay.
2.		I am use AI tools like ChatGPT and QuillBot to **measure** my writing ability.	Saya dapat **mengukur** kemampuan menulis saya dengan menggunakan bantuan AI "Artificial Intelligence" (ChatGPT atau QuillBot).

3.	students' writing abilities. (Mizumoto and Eguchi, 2023)	I can directly **identify grammatical and spelling errors** in my essays using AI tools like ChatGPT or QuillBot.	Saya dapat langsung **mengidentifikasi kesalahan tata bahasa dan ejaan** dalam menulis essay dengan menggunakan AI (ChatGPT atau Quillbott).
	Potential Benefits		
4.	GenAI tools are thought to be helpful **research tools for idea generation**,	I am able to **develop ideas** for my essays through the utilization of AI.	Saya dapat **mengembangkan ide** dalam menulis essay dengan menggunakan AI.
5.	**information synthesis, and summarization** of large amounts of text data to assist researchers	I am able to **synthesize information** from multiple sources into coherent sentences through the use of AI.	Saya dapat **mensintesis informasi** dari berbagai sumber dengan menggunakan AI untuk menjadi kata yang koheren/lebih jelas.
6.	with data analysis and writing (Berg,	I can **summarize** multiple sources using AI-powered tools.	Saya dapat **meringkas** berbagai sumber dengan menggunakan alat bantu berbasis AI.

	2023; Chan & Zhou, 2023)		
		Challenges	
7.	There are concerns about GenAI's limitations, as well as **ethical, plagiarism, and academic integrity difficulties**. (Cecilia Ka Yuk Chan and Wenjie Hu, 2023)	I could potentially **violate academic writing ethics** by over-relying on AI.	Saya dapat berpotensi **melanggar etika penulisan** akademik karena terlalu mengandalkan AI.
8.		I am can **potentially committing plagiarism** when using AI assistance	Saya dapat **berpotensi melakukan plagiarisme** ketika menggunakan bantuan AI.
9.		I experience **limited access** when I want to use features available in AI (QuillBot and ChatGPT).	Saya mengalami **keterbatasan akses** saat ingin mengakses seluruh fitur yang tersedia.

Table 3.1 The Blueprint of Questionnaire

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Results

This chapter presents the findings regarding the use of artificial intelligence (AI) in facilitating academic writing skills among students in the English language education department at university of nusantara PGRI Kediri, that were collected using closed ended questionnaire. The total of one hundred and two participants participated in filling the questionnaire that were conducted via online by using google form.

The data were collected through a questionnaire administered to 102 students from second to fourth year levels . This research focuses on three main research questions: how much is the percentage of the student familiarity can get from the use of AI (QuillBot and ChatGPT) in academic writing skills, which aspects of academic writing are most assisted by QuillBot and ChatGPT in the academic writing activities, what challenges do students face when used (QuillBot and ChatGPT) for academic writing skills improvement. All respondents provided complete and valid responses to the nine questionnaire, resulting in a 100% usable response rate. Each item used a Likert scale from 5 (Strongly Agree) to 1 (Strongly Disagree).

1. **The Students' Familiarity on The Use Of AI (QuillBot and ChatGPT) in Academic Writing Skills**

   Student familiarity in this study includes 3 sub-indicators of students towards the use of artificial intelligence (QuillBot and ChatGPT) such as often use, measure, identify grammatical and spelling in academic writing skills. The results of the study show that students' familiarity on the use of AI in academic writing skills can be seen in the following graph :

The Students' Familiarity on The Use Of AI (QuillBot and ChatGPT) in Academic Writing Skills

45%   42%   51%

Often Use   Measure   Identify Gramatical and Spelling
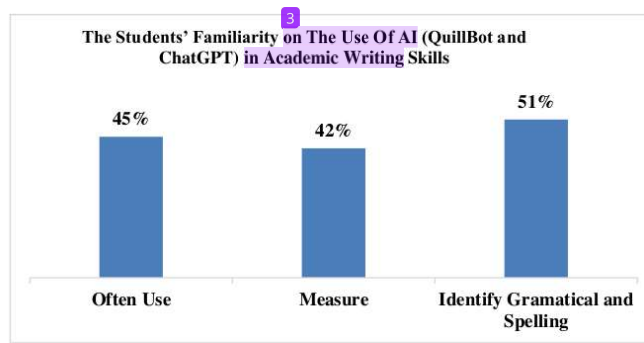
Graphic 4.1 The Students' Familiarity on The Use Of AI (QuillBot and ChatGPT) in Academic Writing Skills

From the familiarity section data presented above, it can be seen that respondents demonstrate significant experience and confidence with AI (QuillBot and ChatGPT) tools. Three main areas of AI tool familiarity that demonstrate differing degrees of user competency and involvement are identified by the research. The frequency of respondents' use of AI tools demonstrates an exceptionally high level of engagement.

The often use category, were 45% of respondents agreed that students from second to fourth year levels regularly use AI technologies in their daily tasks on academic writing activities. The large proportion of regular students indicates that the adoption of AI tools has reached a tipping point when they are no longer regarded as innovative or experimental but rather as useful tools for academic writing activities

The next data is measure, demonstrates a high level of confidence in academic writing abilities when it comes to students capacity to their writing ability utilizing AI tools, with the results of 42% of participants concurred that using AI to assess their writing skills can be beneficial. According to this research, a sizable portion of users have grown metacognitively conscious of their writing abilities when utilizing AI tools.

 The last familiarity is identify grammatical and spelling problems while using AI tools for academic writing skills. With the results of 51% of respondents agreed that they have strong error detection skills. This is

the greatest agreement among all examined categories, showing that students are most confident in the technical components of language repair.

So, based on the data analysis, the students familiarity in grammatical and spelling error identification its shows with the high score of 51% for writing assessment capabilities. The data shows that 51% students are familiar on the use of AI (QuillBott and ChatGPT) in academic writing activities, especially in grammatical and spelling error. The overall high levels of familiarity across all categories indicate that AI tools have successfully integrated into students writing processes.

2. **The Potential Benefit on The Use Of AI (QuillBot and ChatGPT) in Academic Writing Skills**

This topic shows the potential benefit. The analysis reveals three key sub-indicators where AI tools provide substantial benefits to students. Each category shows AI (QuillBot and ChatGPT) capability to enhance students academic writing processes. The results of the study show that the potential benefits on the use of AI in academic writing skills can be seen in the following graph :

The Potential Benefit on The Use Of AI (QuillBot and ChatGPT) in Academic Writing Skills

55%	51%	65%
Develop Ideas	Shynthesis Information	Summerise
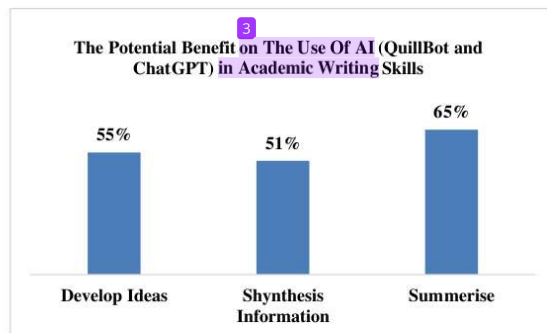
Graphic 4.2 The Students' Potential Benefit on The Use Of AI (QuillBot and ChatGPT) in Academic Writing Skills

From the graph above, shows that AI has a positive impact on various elements of academic writing support. The research identifies three important indicator in which AI solutions deliver significant benefits to improve academic writing skills.

The ability to develop ideas when using AI (QuillBot and ChatGPT) to help students from second until fourth grade year levels. The data indicates that 55% of participants agreed that AI tools effectively assist in idea development. This substantial agreement demonstrates that AI tools have proven particularly valuable in the creative and conceptual phases of academic writing. The high level of satisfaction suggests that students find AI assistance especially beneficial.

The next potential benefit is synthesis information, the results reflect a strong positive score. Specifically, 51% of respondents agreed that AI tools improve their capacity to synthesize content in academic writing. This demonstrates how students can improve their grasp of how to best use AI for merging many sources, discovering links between distinct bits of information, and building logical arguments from diverse materials.

The last potential benefit is summarize. Followed by the data, summarizing reach the highest score and positive reaction across all assessed sub-indicators. A remarkable 65% of respondents concurred that AI (QuillBot and ChatGPT) helps with summarizing chores. The greatest score rate indicates that AI is very good at recognizing important details, distilling crucial information, and presenting information in clear, understandable ways. The high level of student confidence in AI summarization suggests that this feature has established itself as a dependable and trustworthy part of the academic writing process.

Thus, based on the data, the AI (QuillBot and ChatGPT) offers the greates benefit to help the students involving summarization, concept formulation, and knowledge synthesis. With students noticing noticeable gains in their writing procedures and results, the generally favorable response to all indicators suggests that AI support has a good effect on improving academic writing.

3. **Challenges on The Use of AI (QuillBot and ChatGPT) in Academic Writing Skills**

This challenges section showed awareness of potential risk. The data reveals three sub indicator, there are ; academic writing ethics violation aspect, the next aspect that respondents find challenging is limited access constraints, followed by plagiarism concerns. Each category shows AI (QuillBot and ChatGPT) capability to enhance students academic writing processes, can be seen in the following graph :
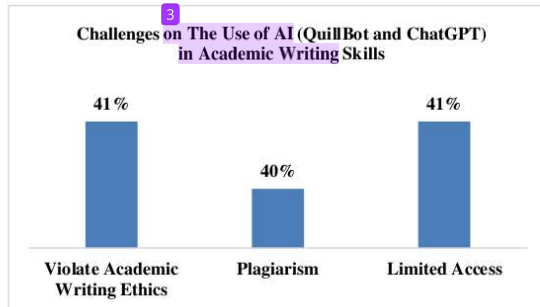
Graphic 4.3 The Students' Challanges on The Use Of AI (QuillBot and ChatGPT) in Academic Writing Skills

The graph above shows that respondents face a variety of obstacles and concerns when using AI tools for academic writing. The percentage above was determined based on the average findings of respondents' awareness of potential risks.

The challenges do students face first is violate academic writing ethics. Followed by the data shows of 41% participants believed that employing AI tools for writing assignments posed a serious danger of compromising academic integrity. This significant percentage shows that students in the second through fourth grades are quite aware of the possible moral transgressions that could result from improper use of AI. When using AI technologies, students concerned about academic writing ethical violations.

The second, based on the graph results above, the limited access shows similarly high concern levels, 41% of respondents experienced or anticipated significant accessibility constraints when attempting to utilize

AI tools for their academic writing needs. The high level of concern indicates that accessibility issues represent an another obstacle to effective AI tool implementation in academic writing. According to the data above, limited access constraints are equally challenging as ethical violations.

The last challenges on the use on AI (QuillBot and ChatGPT) is plagiarism. Followed by the data 40% of respondents experienced concerns about potential plagiarism risks when using AI tools to support their academic writing activities. Although this represents the lowest percentage among the three sub-indicator, it still indicates substantial worry about academic misconduct. The significant concern level shows that plagiarism remains a critical consideration for responsible AI tool usage in academic writing contexts.

Thus, the main challenges of students in using AI tools to support academic writing are in the aspects of academic writing ethics violations and limited access constraints. This is indicated by the results of the average calculation percentage, with a total of 41% of respondents experiencing concerns in both the academic writing ethics violation aspect and the limited access aspect, which indicates that they face significant barriers regarding proper usage standards and practical accessibility when attempting to integrate AI assistance into their academic writing processes. The close percentage results across all categories, ranging from 40% to 41%, demonstrate that respondents maintain heightened awareness of multiple risk factors.

B. Discussion

The study findings showed substantial insights into the usage of artificial intelligence tools (QuillBot and ChatGPT), to improve academic writing skills among english language education students at the University of Nusantara PGRI Kediri. The findings revealed that students had a positive familiarity with AI tools, recognized significant potential benefits, and identified numerous implementation problems. The survey found that students showed a high level of potential benefits in summarization with AI writing tools.

1. **The Students' Familiarity on The Use Of AI (QuillBot and ChatGPT) in**

Academic Writing Skills

The often use category, were 45% of respondents agreed that students from second to fourth year levels regularly use AI technologies in their daily tasks on academic writing activities. Followed by the results above, shows that these results were consistent with recent research by Chan and Hu (2023), who discovered that generative AI technologies in higher education were usually viewed favorably by university students. In a similar research , Malik et al. (2023) found that ESL students had positive opinions on artificial intelligence contribution to improving their academic writing abilities.

The next data is measure, with the results of 42% of participants concurred that using AI to assess their writing skills can be beneficial. According to Marzuki et al. (2023), who observed the widespread use of AI-driven tools like Grammarly, QuillBot, Copy.ai, WordTune, and ChatGPT in academic writing environments, the high frequency of AI tool usage among students was a reflection of the growing integration of artificial intelligence in educational contexts.

The last familiarity is identify grammatical and spelling problems while using AI tools for academic writing skills. With the results of 51% of respondents agreed that they have strong error detection skills. The results of the current study also supported those of Barrot (2023), who highlighted the growing use of AI tools in EFL instruction to enhance many facets of language acquisition. This result corroborated the findings of Mizumoto and Eguchi's (2023) study, which demonstrated that ChatGPT could provide immediate feedback and scores on students writing skills. In line with research by Su et al. (2023) on ChatGPT efficacy in helping EFL students with editing and rereading tasks, the high confidence levels in identifying grammatical and spelling errors.

2. **The Potential Benefit on The Use Of AI (QuillBot and ChatGPT) in Academic Writing Skills**

Potential benefits of academic writing, the study found significant gains in three major areas of academic writing: develop ideas, synthesis information, and summarizing. The data indicates that 55% of participants

agreed that AI tools effectively assist in idea development. The overwhelming favorable response rate of positive impact in potential benefits is consistent with the findings of Berg (2023) and Chan & Zhou (2023), which recognized GenAI tools as useful research instruments for idea creation and brainstorming.

The next potential benefit is synthesis information, the results reflect a strong positive score. Specifically, 51% of respondents agreed that AI tools improve their capacity to synthesize content in academic writing. In line with studies by Gayed et al. (2022), which showed AI ability to help English language learners organize and structure complicated information. Similar benefits have been previously reported by Fitria (2023), who noted that AI tools greatly improved students capacity to synthesize difficult academic knowledge into manageable formats.

The last potential benefit is summarize. Followed by the data, summarizing reach the highest score and positive reaction across all assessed sub-indicators. A remarkable 65% of respondents concurred that AI (QuillBot and ChatGPT) helps with summarizing chores. Summarization capabilities received the greatest positive response rate (65%) which is consistent with findings from several studies that highlight AI in analyzing of textual data.. Atlas (2023) pointed out that ChatGPT capacity to help students generate ideas and get comments on their work made it especially useful for non native English speakers

3. **Challenges on The Use of AI (QuillBot and ChatGPT) in Academic Writing Skills**

The challenges do students face first is violate academic writing ethics. Followed by the data shows of 41% participants believed that employing AI tools for writing assignments posed a serious danger of compromising academic integrity. According to Liu et al. (2021), who found that AI supported methods significantly enhanced the writing skills of EFL students. Despite the encouraging findings, the study raised serious issues about academic integrity and ethical use. The fact students recognized the possibility of breaking academic writing ethics by over reliance on AI tools.

Cotton et al. (2023) highlighted similar hazards, stating that unedited AI generated work submitted as original invention was academic dishonesty.

The second, based on the graph results above, the limited access shows similarly high concern levels, 41% of respondents experienced or anticipated significant accessibility constraints. This results was consistent with the observations of another researcher who noticed that premium features in AI tools such as QuillBot and ChatGPT frequently needed expensive subscriptions, resulting difficulties in educational access. Imran and Almusharraf (2023) expressed similar worries regarding the need for improved training programs to ensure responsible AI usage while retaining academic integrity. Access limitations surfaced as a significant practical barrier, students having difficulties accessing full AI capabilities.

The last challenges on the use on AI (QuillBot and ChatGPT) is plagiarism. Followed by the data 40% of respondents experienced concerns about potential plagiarism risks when using AI tools. Concerns regarding plagiarism were identified in the study which was consistent with Zheng and Zhan's (2023) research, which warned about the possibility that AI could encourage academic dishonesty. Findings from Salvagno et al. (2023), who pointed out that AI systems may produce text that closely resembled previously published works, raising the possibility of plagiarism, further reinforced these worries.

This was consistent with Kasneci et al. (2023) findings, which highlighted AI ability to automate assessment processes, offer fast feedback. The crucial difference, according to Feizi (2024), was whether AI should be used to replace creative thought or to improve idea expression. The findings of the study indicated that, when applied properly and transparently, AI technologies may be useful additions to rather than substitutes for conventional academic writing skills. According to Huang and Tan (2023) observation that ChatGPT enhanced coherent and cohesive text generation while offering immediate feedback and grammatically correct alternatives. This research may not fully represent the range of AI uses in academic writing because it concentrated only on two AI tools (QuillBot and

ChatGPT).

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the survey including 102 students from second until fourth year levels at University of Nusantara PGRI Kediri, it can be inferred that the majority of students had a positive opinion of using the AI (QuillBot and ChatGPT) in academic writing skills. This study explored how English Language Education students at the University of Nusantara PGRI Kediri used artificial intelligence (AI) tools, specifically QuillBot and ChatGPT, for their academic writing.

Furthermore , it investigated their familiarity with these tools, the specific writing aspects most supported by AI, and the challenges they encountered during use. The findings showed that students were quite familiar with QuillBot and ChatGPT and generally viewed them in a positive light. A significant outcome was the widespread recognition of AI tools potential benefits in academic writing. Specifically, the research highlighted that summarization was the academic writing aspect most frequently and effectively assisted by these AI tools, receiving the highest positive response rate among students. Beyond summarization, students also reported significant gains in using AI to develop ideas and synthesize information.

However, the study also identified some challenges that students faced when using QuillBot and ChatGPT into their writing process. Access limitations surfaced as a significant practical barrier, students having difficulties accessing full AI capabilities. This results was consistent with the observations of another researcher who noticed that premium features in AI tools such as QuillBot and ChatGPT frequently needed expensive subscriptions, resulting difficulties in educational access. Despite these hurdles, the overall impact on the academic writing skills of second to fourth-year English Language Education students was perceived as largely positive.

These results aligned well with existing research, which similarly pointed to students' favorable views and the increasing integration of AI in educational settings to enhance different facets of language acquisition and writing.

Implication

1. **Theoritical Implication**

The elevated familiarity rates (51% for error identification, 45% for frequent use) indicate that students have progressed from mere acceptance to the active incorporation of AI technologies in their academic writing processes.

This finding expands Davis's Technology Acceptance Model by demonstrating that perceived usefulness and simplicity of use contribute to long-term involvement rather than just adoption.

The study supports Bandura's Social Cognitive Theory in digital learning settings. Students' confidence in using AI for self-assessment (42% agreement) demonstrates the formation of self-efficacy attitudes through technology-mediated learning experiences. This shows that AI tools can be useful mechanisms for improving awareness in writing.

The high agreement rates for summarization (65%), idea development (55%), and information synthesis (51%) demonstrate that AI can facilitate both planning and revision phases of writing. The research enhances theoretical discourse on digital literacy by delineating the specific competencies students acquire through the utilization of AI writing tools.

2. **Practical Implication**

This research shows better assessment criteria for the use of AI in academic writing to maintain integrity. With 41% of students concerned about ethical issues, clear guidelines on permissible AI use are crucial. Educators or teacher require training to understand the capabilities and limitations of AI tools. As 51% of students believe in AI (QuillBott and ChatGPT) ability to detect errors, teachers should focus on higher-level writing skills that complement AI.

The study also emphasizes the need to address limitations in AI access (41% of students face difficulties), including ensuring all students have fair access to premium features. Finally, assignments should be designed to maximize AI's strengths while still developing students' creativity and critical

thinking

B. **Suggestion**

The results of the study and conclusion show that students from second until fourth grade on the use of AI (QuillBott and ChatGPT). There are some recommendations given by the researcher :

a. **Teacher**

Teachers should include AI literacy training in their curriculum designs. Given that 45% of students frequently use AI tools, teacher must provide clear education on the of AI in academic writing. Teachers should create assignments that complement rather than compete with AI capabilities, emphasizing critical thinking, argumentation, and creative analysis, which AI cannot imitate. Furthermore, teacher should develop explicit norms for using AI in writing tasks, as well as assessment criteria that appreciate both human innovation and AI aid. Regular workshops on developing AI technology would help teachers keep up with their students' digital behaviors and provide necessary counsel.

b. **Further Researchers**

Future research should look at long-term effects on writing development and broaden the focus beyond QuillBot and ChatGPT to include other AI writing tools. Longitudinal studies that monitor students' writing development across several semesters would yield important information about how AI affects skill development. The efficacy of various pedagogical strategies for incorporating AI tools into writing training should also be examined by researchers. Understanding the cultural factors driving the adoption of AI in academic writing would be improved by cross-cultural research that compare AI use patterns across various educational environments.

c. **For Students**

Students should develop critical evaluation skills to assess AI-generated content and understand the limitations of current AI technology. While AI tools excel at summarization (65% agreement), students must maintain responsibility for content accuracy and original thinking. Students

should also practice transparent citation of AI assistance in their academic work and continue developing fundamental writing skills that complement rather than depend entirely on AI capabilities.

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