

# **CHAPTER I :**

## **INTRODUCTION**

### **1.1. Background of study**

Technology has changed the way we learn and teach, especially with students increasingly accessing information and completing academic tasks through digital tools and online platforms (Alenezi et al., 2023). With the help of these apps and platforms, students can now learn in a way that is more flexible and suited to their needs (Lin & Yu, 2023). However, although technology provides many conveniences, writing remains a big challenge for many students, especially in the context of higher education (Ilma & Sampurna, 2024). Writing is not only about language skills, but also how to organize thoughts clearly, think critically, and convey ideas in a structured and logical manner (Gui et al., 2023)

To help students with this challenge, many have begun to utilize artificial intelligence (AI)-based tools, such as Grammarly, QuillBot, and ChatGPT. These tools offer a variety of features, such as automatic grammar correction, sentence modification suggestions, and even ideas for starting a piece of writing (Turdaliyevna, 2024). For many students, AI can be a helpful companion, improving the quality of their writing and giving them confidence in writing (Rahayu et al., 2024)

However, while AI offers many conveniences, there are many challenges that come with its application in the writing classroom. One of them is the possibility of technology dependency, which can reduce students' ability to think and write independently. In addition, the digital literacy gap among students and the lack of support from educational institutions to maximize the potential of AI are also obstacles that need to be overcome. Without proper guidance, this technology may actually exacerbate existing problems.

Previous studies have mostly examined the technical benefits of AI, such as Elkatmis (2024) looked at how ChatGPT may help pupils with their creative writing, Maphoto et al. (2024) looked into how generative AI technologies helped

students improve their writing abilities in educational settings, Mahapatra (2024) concentrated on ESL students' usage of AI writing tools in academic settings, and Song and Song (2023), who discovered that AI tools helped students improve their grammar and vocabulary, promoted self-correction, and enhanced writing fluency. However, most of these studies focus on the end result of writing, not on the learning process or how students experience the use of AI. Students' first-hand experiences of using these tools, as well as the challenges they face, are rarely discussed in depth.

Through this study, the researcher wants to better understand how the use of AI in writing learning actually happens in the classroom, as well as what challenges students and lecturers face in utilizing this technology. Furthermore, this research also seeks to explore the impact of AI on students' writing skills, including potential benefits such as improved accuracy, enhanced vocabulary, and greater writing fluency, as well as possible drawbacks like overreliance, reduced critical thinking, and plagiarism concerns. By addressing usage, challenges, and impacts together, this study aims to provide a more comprehensive understanding of AI's role in writing education and offer insights for more effective integration in the future.

## **1.2. Reasons for Choosing The Topic**

The researcher chose this topic because the role of AI in education, especially in writing classes, is becoming more and more important. Tools like Grammarly, QuillBot, and ChatGPT have become common among students to help with things like grammar correction, expanding vocabulary, and generating ideas. As an English Education student, the researcher noticed that many peers rely heavily on these tools when completing their writing assignments. However, there isn't much understanding of how AI is actually used in classroom settings, especially from the perspective of third-year students who have more experience in academic writing. While there have been studies on the benefits of AI in improving writing skills, there's still a gap in understanding how these tools are truly applied in real classroom environments. This study aims to fill that gap by exploring how AI is

used in writing classes and how it affects students' learning experiences and the writing process.

### **1.3. Research Questions**

Based on the research background that has been described, the research question(s) are:

1. How do students use AI in writing class?
2. What challenges do students face when using of AI in writing classes?
3. What is the impact of using AI on students' writing skills?

### **1.4. Research Objectives**

The objectives of this study are:

1. To explore the use of Artificial Intelligence (AI) in a writing class, focusing on how students utilize AI tools during the writing process.
2. To investigate the challenges that students face when integrating AI into their academic writing, including technical, ethical, and learning-related difficulties.
3. To examine the impact of AI use on students, particularly in terms of their writing development, performance, and engagement in the learning process.in the learning process.

### **1.5. Significance of the Study**

This study is expected to provide both theoretical and practical contributions to the field of English language education, especially in the area of writing instruction assisted by AI.

#### **1.5.1. Theoretically**

By exploring the experiences of third-year students who are more familiar with academic writing, this study seeks to provide a clearer picture of how AI tools shape students' development as writers in an English as a Foreign Language (EFL) setting. Many previous studies have shown that AI can help improve writing by offering instant feedback, fixing grammar, and expanding vocabulary (Tian, 2024). However, most of those studies tend to focus on general outcomes or broad student

opinions. This research aims to go deeper—looking closely at how students actually use and interact with these tools in class, and how that affects the way they learn and write.

### **1.5.2. Practically**

In practice, the findings of this study could be useful for teachers, lecturers, and those involved in designing writing courses. As more students turn to AI for help with writing, educators are faced with the challenge of finding the right balance—using technology in a way that supports learning without taking away the need for critical thinking and originality (Hossain & Hiniz, 2025). This study offers insights that can help educators adapt their teaching to the realities of today's classrooms, where AI is becoming more common. It also encourages students to think more carefully about how they use these tools—not just for convenience, but as part of their journey to becoming more independent and thoughtful writers (Xiao et al., 2025).

## **1.6. Definition of Terminologies**

To clarify the most frequently used terms in the study, the researcher provides the following definitions based on the context and relevant literature.

### **1.6.1. Artificial Intelligence (AI)**

According to Sutrisno et al. (2023), artificial intelligence is a subfield of computer science that focuses on creating machines that can learn, analyze, and comprehend language—tasks that need human intellect. In this study, "artificial intelligence" refers to the use of generative AI tools, like ChatGPT for idea generation and alternative expression exploration, as well as AI-assisted writing tools, like Grammarly and Turnitin, which aid in the writing process through language refinement, grammar checking, plagiarism detection, and paraphrasing suggestions.

### **1.6.2. AI-based Tools**

AI-based tools are digital applications that use artificial intelligence algorithms to help users accomplish certain tasks more efficiently (Adams & Chuah, 2023). In education, especially in learning to write, these tools serve as assistants that provide

support in the form of live corrections, vocabulary enhancement, and coherent sentence construction (Adams & Chuah, 2023). In this study, these tools are not only viewed as assistive technologies, but also as part of the learning process that influences the way students write and builds their confidence in writing.

### **1.6.3. Academic Writing**

Academic writing is a formal writing style that is objective, structured, and evidence-based, aiming to convey information clearly and logically (Sheehy et al., 2019). In this study, academic writing refers to students' written assignments in university-level writing courses, such as essays, reports, and academic papers, which demand critical thinking, clarity, and appropriate use of language.

### **1.6.4. Writing Class**

Writing class in this study refers to a class or course designed to help students develop their writing skills through activities such as brainstorming, drafting, revising, and editing (Harpiansi, 2023). Specifically, writing classes are university-level courses that focus on developing academic writing skills in the context of learning English as a foreign language (EFL). In practice, these classes may also involve the use of digital technology and AI-based tools as part of the learning process.

### **1.6.5. Perception**

Perception is the process by which individuals interpret, organize, and assign meaning to information they receive from their environment, and this process is influenced by experience, expectations, cultural background, and personal biases (Robbins & Judge, 2024). Due to its subjective nature, what a person perceives may differ from objective reality, but it still greatly influences the way they think, make decisions, and act. In this study, perception refers to how students interpret and evaluate the use of Artificial Intelligence in writing classes, including how they understand how to use AI tools, how they view challenges that arise such as accuracy, dependence, or limitations of digital capabilities, and how they view the impact of AI on their writing skills, learning processes, and confidence as writers.