

CHAPTER 1

INTRODUCTION

A. Background of Study

In today's rapidly digital landscape, technology has become a crucial component of various life facets, with education being one of them. Artificial intelligence (AI) advancements have significantly transformed the approach to learning, particularly in language acquisition and writing abilities. AI is currently being employed in the process of learning English, particularly in enhancing writing skills, by offering tools such as automatic grammar corrections, vocabulary recommendations, and real-time feedback¹. Incorporating AI into language education presents obstacles and opportunities for learners, particularly from the perspective of EFL learners who are navigating the complexities of writing in a non-native language.

Effective writing in English is a critical skill that EFL students need to develop to enhance their competitiveness in a globalized world². However, many EFL learners encounter various challenges in their writing, such as a limited vocabulary, grammatical mistakes, and insufficient knowledge of effective writing structure. The limited availability of time and resources for teachers to offer comprehensive feedback presents another barrier to enhancing students' writing quality. In this context, AI tools can serve as a valuable tool to help students overcome these obstacles and enhance the quality of their written work.

¹ Rusmiyanto et al., "The Role of Artificial Intelligence in Developing English Language Learner's Communication Skills," *journal education* 06, no. 01 (2023): 750–757.

² Sari Putri Elrida Siregar et al., "Dealing with English Writing Skills: Through the Eyes of Vocational Students," *Eureka: Journal of Educational Research* 1, no. 1 (2022): 18–28.

According to Raymond, writing is more than a medium of communication³. It is a cognitive process that involves critical thinking and self-expression. Through writing, EFL learners can articulate their ideas coherently and meaningfully, making it a valuable tool for personal and intellectual development. Designing effective writing activities is essential to enhance academic performance and cultivate critical thinking and creativity among EFL learners. By fostering these skills, writing activities are vital in equipping students with the competencies needed for academic and professional success.

The application of AI tools in writing tasks presents numerous advantages, including enhanced efficiency in the revising and editing stages. Certain AI-driven tools like Grammarly, QuillBot, and ChatGPT enable students to rectify grammatical mistakes, enhance the clarity of their ideas, and create better-structured writing⁴. Moreover, AI can offer vocabulary suggestions that are more suited to the context and assist students in cultivating a more academic writing style⁵. Using this technology, EFL students are anticipated to gain greater confidence in their writing skills and improve their written communication abilities.

The widespread availability and adaptability of AI applications have made advanced learning tools more accessible, empowering EFL students to incorporate AI into their academic endeavours. This development has introduced new opportunities for innovation and collaboration, significantly transforming the educational landscape. The increasing reliance on AI mirrors broader shifts toward technology-

³ James C. Raymond, *Writing (Is an Unnatural Act)* (Harper & Row, 1980).

⁴ Hind Aljuaid, "The Impact of Artificial Intelligence Tools on Academic Writing Instruction in Higher Education: A Systematic Review," *Arab World English Journal* 1, no. 1 (2024): 26–55.

⁵ Samsul Khabib, "Introducing Artificial Intelligence (AI)-Based Digital Writing Assistants for Teachers in Writing Scientific Articles," *Teaching English as a Foreign Language Journal* 1, no. 2 (2022): 114–124.

integrated educational practices in English language learning, reshaping traditional approaches and fostering more dynamic and interactive learning environments.

From educators' perspectives, integrating AI in writing lessons raises various ethical and pedagogical questions. Some educators are concerned that using AI may lead to students' dependence on technology and thus reduce their creativity and critical thinking skills in writing. In addition, there are concerns regarding the potential for increased plagiarism due to the use of AI in writing.

To identify the novelty of the research, a comparison with previous studies is necessary to find the research gap. The previous study on integrating AI in EFL classrooms to enhance learners' affective factors shows that AI can positively impact motivation and engagement and reduce learning anxiety. Still, it also highlights the need for further research due to its early-stage implementation. This aligns with the findings in the systematic review, which notes a lack of comprehensive studies on AI's effects on learners' emotions and attitudes⁶. More research has investigated specific AI tools like Gemini, ChatGPT, and Grammarly in EFL writing, focusing on grammar, vocabulary, and coherence. However, comprehensive reintegrating and using how EFL students perceive the benefits, challenges, and overall impact of AI tools on their writing skills remain limited. This study aims to address this gap by exploring EFL students' perspectives on integrating and using AI tools in their writing activities.

⁶ Lujain AlTwijri and Talal Musaed Alghizzi, "Investigating the Integration of Artificial Intelligence in English as Foreign Language Classes for Enhancing Learners' Affective Factors: A Systematic Review," *Heliyon* 10, no. 10 (2024): e31053, <https://doi.org/10.1016/j.heliyon.2024.e31053>.

B. Identification of the Problem

Based on the background of the issues discussed, several problems can be identified regarding the integration of AI tools into EFL students writing activities, as follows:

1. **Limited Familiarity with AI Tools:** Many EFL students may lack a comprehensive understanding of AI language models and their potential applications in language learning.
2. **Challenges in Writing Proficiency:** EFL students frequently encounter problems with grammar, vocabulary, coherence, and the overall structure of their writing, which AI tools aim to help improve.
3. **Dependency on AI Assistance:** An increasing dependence on AI tools may hinder EFL students' ability to cultivate independent writing skills and critical thinking.
4. **Accuracy and Reliability of AI Feedback:** AI-generated feedback may not consistently be accurate or suitable for the context, raising the risk of misunderstandings or misinterpretations.
5. **Ethical and Academic Concerns:** The application of AI in writing prompts concerns regarding originality, plagiarism, and the ethical ramifications of utilizing AI-generated content in educational contexts.

C. Scope and Limitations of the Problem

The limitation of this research is that it focuses on the perspectives of English Foreign Language (EFL) students in the 6th semester of the English Education Department at UIN Sultan Maulana Hasnuddin Banten. It investigates the students' perceptions and experiences regarding using AI tools to enhance their writing skills. The study focuses on understanding the benefits and challenges of using AI tools and their impact on students' writing skills, such as grammar,

vocabulary, coherence, and overall quality. The findings of this study may not be generalizable to other student populations outside the English Education Department or different academic years.

D. Research Question

Based on the background above, this study aims to address the following research questions:

1. What are the perceived benefits of using AI tools in EFL students' writing activities?
2. What are the perceived challenges of using AI tools in EFL students' writing activities?
3. How do AI tools influence EFL students' writing skills?
4. What are EFL students' experiences in using AI tools in their writing activities?

E. Objective of Study

1. To identify the benefits and challenges of using AI tools in EFL students' writing activities.
2. To explore the perceived challenges faced by EFL students in using AI tools for writing activities.
3. To analyze the impact of AI integration on EFL students' writing skills.
4. To describe EFL students' experiences in using AI tools during writing activities.

F. Significances of Study

a. Theoretical Significance

This research intends to expand knowledge in AI integration in English as a Foreign Language (EFL) education, specifically

through the use of AI as a writing tool. It will contribute to understanding how AI can enhance students' writing skills, including grammar, vocabulary, and coherence, within the context of EFL learning at UIN Sultan Maulana Hasanuddin Banten. By focusing on students' perceptions, this study will add to the body of work examining the relationship between AI tools and their impact on language learning motivation and performance.

b. Practical Significance

1. For Educators and Administrators

This study aims to provide insights for educators and university administrators at UIN Sultan Maulana Hasanuddin Banten to inform decisions about integrating AI tools into language learning programs. It can help design more effective curriculum strategies, instructional methods, and technology adoption plans to enhance EFL students' writing skills.

2. For English Foreign Language (EFL)

This research can increase the awareness of EFL students at UIN Sultan Maulana Hasanuddin Banten of how AI tools can assist in their writing process. It can motivate them to incorporate AI in their learning practices, improving their writing abilities and academic performance.

3. For Future Researchers

This study offers a foundation for future researchers interested in exploring AI's integration in EFL education, particularly in the context of writing skills. The findings and methodology can be used to expand knowledge and further investigate the role of AI tools in language learning.

G. The Organization of Writing

In this study, the structure of the paper is organized into five chapters as follows:

CHAPTER I presents the background of this study, the research questions, and the study's objectives. It also discusses the limitations and significance of the study, provides an overview of previous studies, and explains the organization of the writing.

CHAPTER II includes the relevant theories and concepts from various experts that form the foundation for understanding the integration of AI tools in EFL writing activities. This chapter focuses on the role of AI in English as a Foreign Language (EFL) writing, particularly in the context of EFL students.

CHAPTER III details the research methodology, including the study location at English Education Department of UIN Sultan Maulana Hasanuddin Banten, the research design, and the sampling method. It also outlines the data collection techniques, specifically a questionnaire survey, and the data analysis methods, using statistical techniques to identify patterns and trends in the students' responses.

CHAPTER IV presents the findings derived from analysing the data collected through the questionnaire. It includes a description of the benefits, challenges, and impact of AI tool integration on students' writing skills, followed by an in-depth discussion of how these findings align with or differ from previous research in AI-enhanced writing activities.

CHAPTER V This final chapter summarizes the conclusions drawn from the research findings, highlighting the overall impact of AI tools on students' writing performance and motivation. It also offers

recommendations for future research and suggestions for educators on integrating AI tools in EFL classrooms to enhance writing skills.