

CHAPTER I

INTRODUCTION

A. Background of the Study

In recent years, rapid advancements in information and communication technology (ICT) have significantly reshaped various aspects of human life, including the field of education. The integration of digital tools has created new opportunities for learning that are more interactive, accessible, and collaborative. However, while technology offers numerous advantages, many students still face challenges in developing essential academic skills, particularly in writing. In the digital era, writing is no longer limited to pen and paper but has shifted toward digital platforms, which require students to adapt to new modes of composition, organization, and expression. This situation becomes more challenging for first-semester university students who are still developing their basic writing proficiency, such as composing recount texts that demand clear chronological organization and accurate use of past tense. Therefore, the emergence of artificial intelligence tools, such as Claude AI, has sparked growing interest in exploring their potential to support and improve students' recount writing proficiency.

This is supported by Selin Akgun, and Christine Greenhow, which shows that the use of technology can enhance the learning experience, encourage student independence, and facilitate wider access to information. One of the main innovations is the use of artificial intelligence (AI), which is increasingly

being adopted to support the learning and teaching process. AI offers a variety of tools that can help students improve their academic quality, especially in writing. In the context of recount writing, AI-based tools such as Claude AI may assist students in generating ideas, structuring chronological events, and applying accurate grammar, thereby helping them overcome common difficulties faced in producing coherent and well organized texts.¹

Recount writing serves as a foundation for developing more advanced academic writing skills because it trains students to organize ideas chronologically, use appropriate past tense forms, and maintain coherence in narrating real life experiences. Emilia and Hamied, argue that recount writing encourages students not only to practice linguistic features but also to engage in reflective thinking, as they reconstruct events with clarity and logical flow.² However, many students still struggle with recount writing due to limited vocabulary, frequent grammatical errors, and difficulties in structuring events clearly.³ This situation highlights the need for innovative learning supports that can guide students in improving their recount writing proficiency. In this regard, artificial intelligence tools like Claude AI have the potential to provide immediate feedback, suggest vocabulary, and model correct sentence structures,

¹ C. Akgun, S., & Greenhow, 'Artificial Intelligence in Education: Addressing Ethical Challenges in K-12 Settings.', *AI and Ethics*, 2.3 (2022), pp. 2(3), 431-440., doi:10.1007/s43681-021-00096-7.

² Emilia, E., & Hamied, F. A. (2021). Genre-based approaches in EFL writing instruction: Exploring recount writing for reflective thinking. *Journal of English Education Studies*, 4(2), 145–158.

³ Putra, R. (2023). Students' difficulties in recount writing: An analysis of vocabulary, grammar, and organization. *Indonesian Journal of Language Education*, 11(1), 25–37.

which can help students gradually build the competence required for more complex writing tasks in higher education.

Previous research has begun to explore how various AI-based tools and digital platforms support recount writing among students. For example, a study on *ChatGPT* found that its integration significantly enhances student ability in terms of coherence, language usage, and overall quality of recount texts.⁴ Likewise, research comparing *Grammarly*, *QuillBot*, and *GrammarCheck* revealed that these applications help reduce grammatical errors and increase student awareness of language accuracy in recount writing.⁵ Furthermore, *Analysing Tenth-Grade Students' Difficulty and Their Perceptions in Writing Recount Text* shows that students often struggle with structural elements (chronology, orientation, reorientation) and linguistic features (vocabulary, grammar) in recount texts.⁶ Also, *The Effect of Grammarly App as an AI Media* in a recent study indicates that AI tools can effectively support writing ability improvements among high school students.⁷

Students often face various challenges in the writing process, such as difficulty in organizing ideas, developing strong arguments, and adhering to the correct writing format. This can lead to stress and decreased motivation in

⁴ Khairunniswita and Sholihatul Hamidah Daulay, 'Analyzing the Effectiveness of ChatGPT to Improve Student Writing Proficiency in Recount Texts', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12.2 (2024), pp. 1780–87, doi:10.24256/ideas.v12i2.5646.

⁵ Titik Ismailia and Adriadi Novawan, 'Enhancing EFL Students' Recount Writing: A Comparative Analysis of Grammarly, QuillBot, and GrammarCheck Applications', 11.2 (2025), pp. 89–102.

⁶ Ilma Amalina and Henrikus Joko Yulianto, 'Analysing Tenth-Grade Students' Difficulty and Their Perceptions in Writing Recount Text', 14.3 (2024), pp. 450–57.

⁷ Gina Wijaya Simanjuntak and others, 'The Effect of Grammarly App as an Artificial Intelligence Media on The Students' Writing Ability in Recount Text for Grade Ten at Sma Negeri 5 Pematangsiantar', 5 (2025), pp. 6775–89.

completing academic tasks. According to a comprehensive study, academic, economic, and social pressures are the main factors affecting student performance and well-being, with stress levels continuing to increase as the demands of higher education become more complex.⁸

In this context, artificial intelligence offers promising support. Claude AI, one of the latest large language models, is designed to assist users in composing and improving their writing through sophisticated and responsive language processing. In recount writing, Claude AI can help students brainstorm ideas, structure chronological events, suggest more accurate vocabulary, and provide feedback on grammar and coherence. With this assistance, students can focus more on developing meaningful recounts while gradually enhancing their overall writing proficiency.

It is also important to understand how students perceive the use of AI in writing, since today's higher education environment is becoming increasingly complex and technology-driven. Research by Zawacki-Richter, shows that while around 67% of students have a positive perception of AI as a learning support tool, only 42% feel completely comfortable with the full integration of technology into academic processes. This highlights the relevance of exploring students' attitudes towards Claude AI and their experiences in using it, as perceptions strongly influence how effectively such tools are adopted in academic settings.⁹

⁸ Robotham, David, and Claire Julian. "Stress and the higher education student: a critical review of the literature." *Journal of further and higher education* 30.02 (2006): 107-117.

⁹ M Chanthiran and others, 'Artificial Intelligence in Education: A Systematic Mapping Study Using Scopus and Web of Science', *Journal of ICT in Education*, 9.2 (2022), pp. 61–70 <<https://doi.org/10.37134/jictie.vol9.2.5.2022>>.

Despite these contributions, several gaps remain. First, most existing studies focus on secondary school students, while limited attention has been given to first-semester university students, who are at the early stage of transitioning into academic writing. Second, prior studies largely examine AI grammar checkers, while few have investigated the potential of more advanced AI tools such as Claude AI, which can generate suggestions, provide immediate feedback, and model sentence structures in more interactive ways. Third, the majority of research emphasizes quantitative outcomes, with less attention to qualitative insights such as students' perceptions, error patterns, and the development of coherence in recount writing.

Therefore, this study seeks to address these gaps by measuring the impact of Claude AI on university students' recount writing proficiency. Specifically, it aims to examine improvements in key aspects of writing content, organization, vocabulary, grammar, and mechanics through a combination of pre-test and post-test writing tasks, supported by qualitative data from student reflections. By doing so, the study not only evaluates the effectiveness of Claude AI but also provides a broader understanding of how AI tools can support early academic writing development in higher education.

To achieve this, the study employs a mixed-methods approach. The quantitative method involves pretests and posttests, where students are asked to write recounts before and after using Claude AI, with the results compared to measure improvement. Meanwhile, the qualitative method uses interviews to

explore students' self-reported experiences and perceptions, particularly regarding how Claude AI supports their learning strategies, critical thinking, and confidence in writing.

The results of this study are expected to contribute to the development of higher education curricula. By understanding how students use Claude AI, educational institutions can design more effective programs in integrating technology into learning. This study will also provide recommendations for students and teachers on how to optimally utilize Claude AI. These recommendations aim to increase the effectiveness of AI use in recount writing.

Overall, this study aims to provide in-depth insights into how students use Claude AI in recount writing. By analyzing its benefits, challenges, and impacts, it is hoped that this study can provide a positive contribution to the world of education.

B. Problem Identification

Although the integration of technology in education, especially the use of artificial intelligence (AI), is increasingly widespread and shows great potential in supporting the teaching and learning process, there is still a lack of understanding of how AI, specifically Claude AI, affects students' recount writing skills. Previous studies have mostly discussed AI in general or focused on other models such as ChatGPT, and tend to examine different writing genres and populations. To date, no study has specifically explored students'

experiences and perceptions of using Claude AI in improving the quality of recount writing.

This indicates a research gap regarding the effectiveness, perceptions, and impact of Claude AI on key aspects of recount writing, such as structure, chronological sequencing, grammar, vocabulary, and coherence. Therefore, in-depth research is needed to investigate how first-semester university students utilize Claude AI in the recount writing process and how this technology contributes to improving their early academic writing skills.

C. Scope and Limitations of the Research

Scope: This study focuses on investigating the impact of Claude AI on the recount writing proficiency of university students enrolled in the English Department at UIN Sultan Maulana Hasanuddin Banten. The research specifically targets first-semester students during the academic year 2024-2025, as they are introduced to recount texts as part of their foundational writing skills. The study covers key aspects of recount writing proficiency, including organization of events, coherence, grammar accuracy, vocabulary usage, and content development. Both qualitative and quantitative data are collected through design test, and interviews, making this a mixed-methods study. The research is limited to undergraduate students within the English Education Program and does not include postgraduate students or learners from other departments or universities.

Limitation: There are several limitations to this research. First, the sample is restricted to students from a single institution, which may limit the generalizability of the findings to broader academic contexts. Second, the study relies on students' self-reported experiences of using Claude AI, which may introduce bias or inaccuracies regarding usage frequency and purpose. Third, varying levels of familiarity with AI tools among participants may influence the outcomes, as not all students may use Claude AI with the same intensity or confidence. Additionally, since improvement in recount writing can be influenced by multiple factors (such as instructor feedback, prior writing experience, or exposure to other digital tools), isolating the direct impact of Claude AI poses a challenge. Lastly, time constraints and respondent availability may affect the depth and richness of data gathered in the qualitative phase.

D. Statement of the Problem

Based on the research background of the problem described above, the statement of the problem that can be formulated as follows:

1. How does the use of Claude AI contribute to the improvement of students' recount text writing?
2. What improvements are evident in students' recount writing after using Claude AI?"
3. How do students perceive the use of Claude AI in the recount writing process?

E. The Aims of Study

Based on the problem mentioned above, the aims of the study that wants to be achieved by the researcher in these study are:

1. To examine how the use of Claude AI contributes to the improvement of students' recount writing proficiency, particularly in organizing events and maintaining coherence.
2. To identify the specific improvements evident in students' recount writing after using Claude AI.
3. To explore students' perceptions of the use of Claude AI in supporting their recount writing process.

F. Significance of the Research

The significance of this research lies in its contribution to understanding the evolving landscape of writing in the digital age, particularly focusing on how university students utilize Claude AI as a tool to support their recount writing tasks. This study provides valuable insights into the integration of artificial intelligence in educational contexts, specifically within the English Education Department at State Islamic University of Sultan Maulana Hasanuddin Banten.

By examining how 1st semester students interact with and utilize Claude AI for their recount writing, this research helps identify both the potential benefits and challenges of incorporating AI-powered writing assistance in higher education. The findings can inform educators, institutions, and students

about effective strategies for leveraging AI tools while maintaining academic integrity and developing essential recount writing skills.

This research also addresses the growing need to understand the impact of AI technologies on student learning and writing development. As AI tools become increasingly prevalent in academic settings, this study provides empirical evidence about their practical applications, limitations, and implications for teaching methodologies. The descriptive quantitative approach offers insights into student behaviors, preferences, and experiences with Claude AI, contributing to the broader discourse on technology-enhanced learning in English language education.

The findings can guide the development of guidelines and best practices for using AI writing assistants in academic contexts, ensuring that students can benefit from these tools while developing their own competencies in recount writing. The research also contributes to the growing body of literature on the intersection of artificial intelligence and language education, particularly in the Indonesian higher education context.

G. Benefits of Research

The research on “*Measuring the Impact: Claude AI and Its Influence on Recount Writing Proficiency Among University Students*” conducted at the State Islamic University of Sultan Maulana Hasanuddin Banten has several significant benefits. From a theoretical perspective, this research provides an important contribution to understanding how artificial intelligence technology,

especially Claude AI, can be integrated into the learning process of recount writing.

From a practical perspective, the results of this study can help students optimize the use of Claude AI to improve the quality of their recount writing. Lecturers also benefit by gaining a better understanding of how students use AI, so that they can develop more effective teaching strategies and provide targeted guidance.

In a broader context, this research contributes to the global discussion on the role of AI in higher education. Using a mixed-methods approach combining quantitative data from design test with qualitative insights from interviews this study presents a comprehensive picture of how students interact with AI in the context of academic recount writing. The findings can serve as a valuable reference for other educational institutions that aim to integrate AI into their learning process.

In addition, this research helps identify both challenges and opportunities in the use of AI for recount writing. This understanding is very valuable for the development of more effective learning strategies in the future. The study also provides insights into how AI technology can be used responsibly and ethically in an academic context, while maintaining the integrity and quality of learning. By focusing on first semester students, the study also provides an overview of how early-stage learners engage with AI,

which can be useful for designing support and training programs tailored to their needs.

H. Previous Study

The researcher conducted this research based on several relevant studies and journals so that here there are several previous studies which are used as references in reviewing this research.

The first previous study was conducted by Khairun Niswa and Sholihatul Hamidah Daulay (2024), entitled “*Analyzing the Effectiveness of ChatGPT to Improving Student Writing Proficiency in Recount Texts.*” This research aimed to investigate the effectiveness of integrating ChatGPT in enhancing students’ proficiency in writing recount texts. The study employed a quantitative experimental design with two groups: an experimental group taught using ChatGPT and a control group taught with conventional methods. A total of 47 tenth-grade students from Yayasan Pendidikan Harapan Bangsa Kuala, Academic Year 2023/2024, participated in the study. The instruments used were pre-tests and post-tests designed to measure students’ recount writing skills, focusing on aspects such as coherence, chronological sequencing, grammar, and overall quality. The findings revealed that students in the experimental group showed significantly higher improvement in their recount writing compared to those in the control group. Specifically, the use of ChatGPT helped students organize their ideas better, improve vocabulary usage, and write with clearer chronological structure. The study concluded that

ChatGPT has a significant positive impact on improving students' recount writing proficiency. However, it also acknowledged limitations, such as the relatively short research period and the focus on secondary-level students rather than higher education learners. Despite these constraints, this study provides strong evidence that AI-based tools like ChatGPT can be integrated into language learning to enhance students' writing ability. It also highlights the need for further research on the application of different AI models, such as Claude AI, especially among university students, to broaden the scope of understanding about AI-assisted writing in academic contexts.¹⁰

The second previous study was conducted by Ismailia and Novawan (2025) under the title *“Enhancing EFL Students’ Recount Writing: A Comparative Analysis of Grammarly, QuillBot, and GrammarCheck Applications”*. This research examined how three grammar checker applications Grammarly, QuillBot, and GrammarCheck support EFL students in improving their recount writing skills. The participants consisted of 52 undergraduate students in the Mechatronic Engineering program who were enrolled in an intermediate English course. The study employed a descriptive qualitative design to investigate the types of grammatical and mechanical errors addressed by each application, as well as to capture students' perceptions of these tools. The students were asked to write recount texts, revise them using all three grammar checker applications, and then complete

¹⁰ Khairunniswa and Sholihatul Hamidah Daulay, ‘Analyzing the Effectiveness of ChatGPT to Improve Student Writing Proficiency in Recount Texts’.

an online questionnaire about their experiences. The researchers analyzed both the original and revised versions of the recount texts alongside students' responses to the questionnaire. The findings revealed that all three applications contributed positively to improving students' recount writing, but with different levels of effectiveness. Grammarly emerged as the most comprehensive tool, providing detailed feedback on grammar, punctuation, and word choice. QuillBot was widely favored by students because of its dual functionality as a grammar checker and paraphrasing tool, which helped them expand their vocabulary and improve text fluency. GrammarCheck, while more basic, was valued for its simplicity and ease of use, making it accessible for lower-proficiency learners. The study also highlighted that grammar checkers increased students' awareness of their common grammatical errors and promoted autonomy in the revision process. However, the applications mainly focused on surface-level corrections and occasionally produced inaccurate suggestions, emphasizing the need for teacher guidance to address higher-order aspects of writing such as coherence and organization. This study concluded that grammar checker applications can serve as effective supplementary tools for EFL learners in recount writing. It recommended thoughtful integration of these applications into instruction, not as replacements for teacher feedback but as complementary aids that enhance students' awareness, accuracy, and independence in writing.¹¹

¹¹ Ismailia and Novawan, 'Enhancing EFL Students ' Recount Writing : A Comparative Analysis of

The third previous study by Simanjuntak et al. (2025) investigated the effectiveness of the Grammarly application as an artificial intelligence tool in improving writing skills specifically for recount text among tenth-grade students at SMA Negeri 5 Pematangsiantar, Indonesia. Using a quantitative research approach with a quasi-experimental design, the study involved 346 students from grade X, with 72 students (36 from each of classes X-1 and X-2) selected as the research sample through purposive sampling. The objective was to determine whether Grammarly application media had a significant effect on students' writing ability in recount text composition. The researchers identified several challenges faced by students when writing recount texts, including difficulties with proper tense usage (particularly simple past tense), vocabulary selection, spelling, capitalization, and punctuation errors, and chronological organization of story ideas. To address these issues, the study implemented Brown's standardized assessment for writing, focusing on grammar, vocabulary, and technicalities. Data analysis was conducted using SPSS 30, involving descriptive analysis, normality tests, Wilcoxon tests, homogeneity tests, and Mann Whitney tests.

The findings revealed significant improvements in the experimental group that used Grammarly. Pre-test scores ranged from 46-85 with a mean of 63.19, while post-test scores improved to 86-96 with a mean of 90.56. In contrast, the control group using conventional methods showed more modest

improvement, with pre-test scores of 44-79 (mean 60.19) and post-test scores of 65-82 (mean 73.33). The statistical analysis showed Asymp. Sig (2-tailed) $< 0.001 < 0.005$, leading to the acceptance of the alternative hypothesis (H_a) and rejection of the null hypothesis (H_o). Students reported that Grammarly helped them improve multiple aspects of writing, including grammatical accuracy, vocabulary usage, and technical writing elements such as spelling and punctuation. The application provided real-time feedback that enabled students to understand their mistakes and improve their writing directly. The study concluded that Grammarly significantly enhanced students' writing performance in recount text composition, creating a more interactive and adaptive learning environment. The researchers recommended that educators at SMA Negeri 5 Pematangsiantar consider implementing Grammarly in their teaching practices, as it not only improved academic outcomes but also actively engaged students in the learning process while fostering greater independence and confidence in writing tasks.¹²

I. Writing Organization

The structure of this thesis is organized into five chapters, each presenting essential components of the research. **Chapter I** provides the Introduction, which includes the Background of the Study, Problem Identification, Scope and Limitations of the Research, Statement of the Problem, Aims of the Study, Significance of the Research, Benefits of the Research, and Previous Studies.

¹² Simanjuntak and others, 'The Effect of Grammarly App as an Artificial Intelligence Media on The Students' Writing Ability in Recount Text for Grade Ten at Sma Negeri 5 Pematangsiantar'.

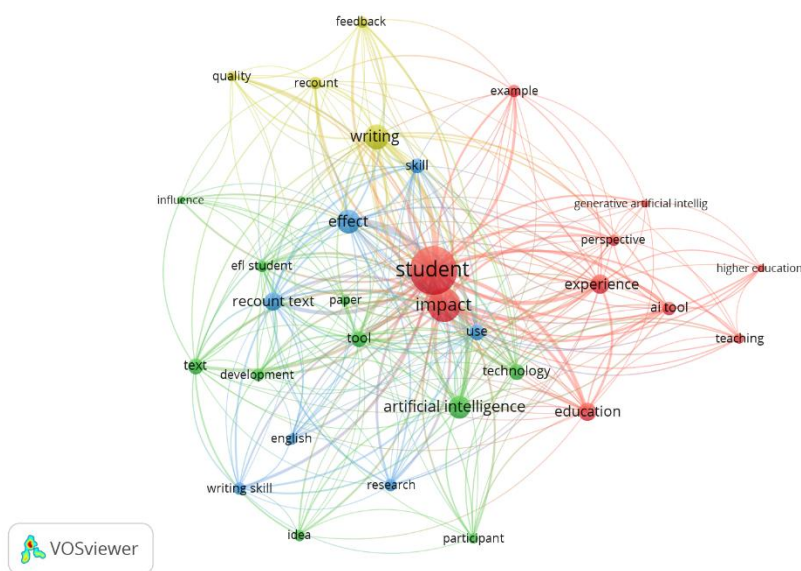
Chapter II presents the Theoretical Foundation, covering Artificial Intelligence in Education, Claude AI, Recount Text, Technology Acceptance and Students' Perceptions, as well as Error Analysis in Writing. **Chapter III** explains the Research Methodology, consisting of the Research Method, Research Setting, Place and Time of Research, Population and Sample, Research Instrument, Data Collection Procedures, and Data Analysis Techniques. **Chapter IV** discusses the Research Findings and provides the Discussion of the results. **Chapter V** delivers the Conclusion and Suggestions of the study, followed by the Appendices containing supporting documents and additional data.

J. State of the Art

To support the state of the art review, the researcher conducted a bibliometric analysis using VOSviewer on a set of scientific articles discussing the role of Claude AI and other large language models in the context of recount writing proficiency among university students. The bibliographic data were obtained from indexed sources such as Google Scholar. This analysis aimed to identify emerging trends, concept interrelations, and potential research gaps.

Based on the keyword network visualization generated by VOSviewer, several dominant terms were found to have strong interconnections. The keywords *student*, *impact*, *recount*, *writing*, and *artificial intelligence* appeared most frequently, indicating that discussions around Claude AI are closely tied to recount writing and its implications on students' performance. Other notable

This bibliometric mapping confirms the relevance of the current study and indicates the need for further empirical investigation into the specific



impacts of Claude AI on students' recount writing skills. The following is the VOSviewer visualization:

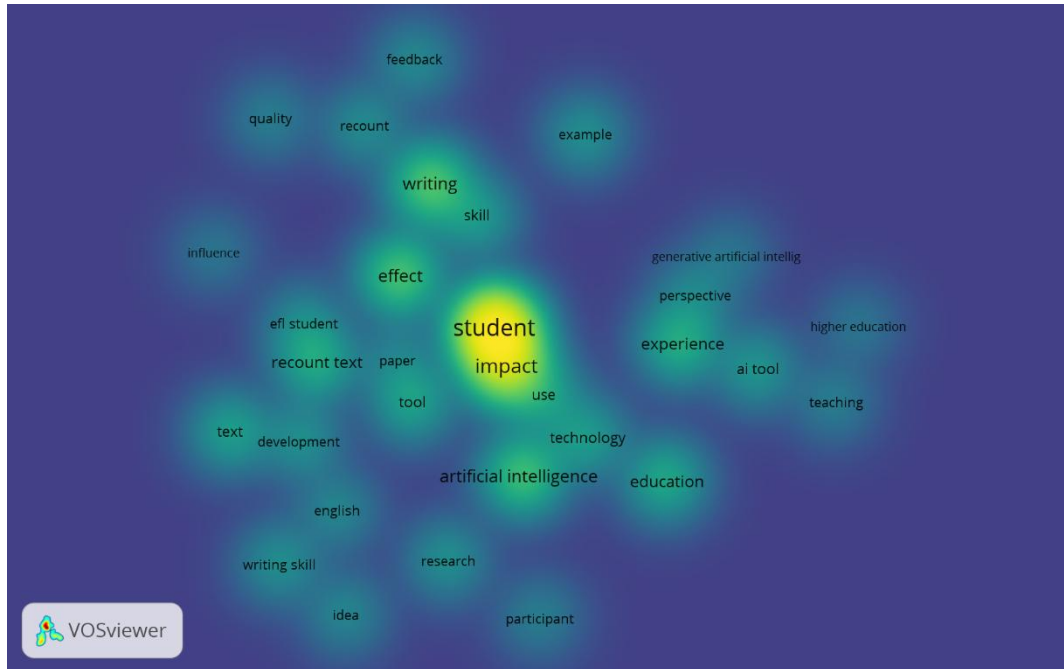
Pictures 1.1 Network Visualization

In the visualization above, each cluster (group of connected terms) is shown in a different color. For example, the red cluster contains terms such as *student*, *impact*, *experience*, *education*, and *AI tool*, which primarily focus on the relationship between students and the integration of AI in educational contexts. The green cluster includes terms like *artificial intelligence*, *tool*, *text*, *recount text*, and *development*, reflecting discussions on the technical role of AI in language learning. Meanwhile, the blue cluster highlights terms such as *effect*, *skill*, *use*, and *writing skill*, which relate more directly to writing performance and proficiency outcomes. The yellow cluster features words like *writing*, *feedback*, *quality*, and *recount*, emphasizing the pedagogical aspects of AI support in improving student writing.

What makes this visualization useful is that it reveals not only which concepts are most frequently studied but also how they are connected in the academic conversation. For instance, the strong links between *student*, *writing*, *recount text*, and *artificial intelligence* suggest that there is already a growing body of research exploring AI-assisted writing. However, the

visualization also shows limited direct links between Claude AI and recount writing in higher education, indicating a clear research gap.

This kind of analysis provides researchers with an overview of the research landscape and helps identify where their study fits within the existing body of knowledge. While AI tools such as ChatGPT and Grammarly have been frequently discussed, the specific impact of Claude AI on recount writing proficiency among first-semester university students remains underexplored. This opens opportunities for further investigation, particularly in analyzing how Claude AI supports the organization of chronological events, the accuracy of grammar, and the overall coherence of recount texts.



Pictures 1.2 Density visualization

In this visualization, the color scale reflects the density of keyword occurrences: yellow areas indicate high frequency and relevance, green areas represent moderate occurrence, and blue or dark areas suggest lower levels of discussion in the literature. The brighter the color, the more often a term appears across the data set.

From the figure, it is evident that keywords such as *student*, *impact*, *writing*, and *artificial intelligence* appear in high-density zones. This indicates that these terms are widely addressed in existing studies and form the core of ongoing discussions on AI-assisted learning. The keyword *recount text* also appears in a relatively central area, showing that research on recount writing has begun to gain attention, though not as dominant as more general terms like *student* or *writing*.

On the other hand, keywords like *feedback*, *quality*, *recount*, *experience*, and *EFL student* are found in less intense zones, meaning they are mentioned but not yet explored in great depth. This observation suggests a research gap: although the role of AI in education and writing development is gaining attention, the specific influence of Claude AI on recount writing proficiency among university students has not yet become the main focus of most academic works.

Overall, this visualization helps researchers understand which areas in the literature have been extensively discussed and which still hold

potential for further exploration. Based on this mapping, researchers have a significant opportunity to contribute by focusing on the application of Claude AI in recount writing, especially in the context of first-semester university students. This focus not only fills an academic gap but also provides insights into how AI tools can support foundational writing skills in higher education.

K. Indicating Gap

Based on the results of the bibliometric analysis and the previous studies reviewed, it can be seen that most research on AI assisted writing has focused on general academic writing, grammar correction, or the use of tools such as ChatGPT and Grammarly. However, there is still little research that clearly shows how Claude AI specifically affects students' recount writing proficiency in a more focused and measurable way. For this reason, this study was conducted to explore how Claude AI actually influences first-semester university students' skills in writing recount texts.

L. Novelty

The novelty of this research lies in its focus on measuring how Claude AI specifically affects university students' recount writing proficiency. Unlike previous studies that mainly examined the general use of AI tools such as ChatGPT or Grammarly, or that focused on essay and other genres of academic writing, this study investigates Claude AI in the context of recount writing among first-semester students. By employing a mixed-methods design that

combines quantitative data from design test with qualitative insights from interviews, this research provides a clearer and more comprehensive understanding of Claude AI's direct influence on students' recount writing skills, including content, organization, vocabulary, grammar, and mechanics.