STUDENTS PERCEPTION OF USING ARTIFICIAL INTELLIGENCE AS A WRITING ASISSTANT IN WRITING THESIS

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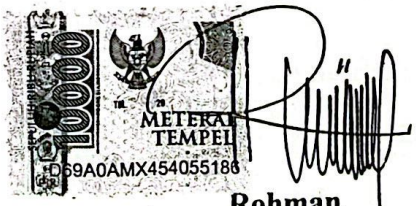
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ABSTRACT

Rohman. 2025. STUDENTS PERCEPTION OF USING ARTIFICIAL INTELLIGENCE AS A WRITING ASISSTANT IN WRITING THESIS *Skripsi*. English Department, Tarbiyah And Teachers Training Faculty, State Institute For Islamic Studies (IAIN) Langsa.

Supervisor (1). Muslem, **(2).** Fakhrurrazi.

This study investigated students' perceptions of Artificial Intelligence (AI) as a thesis writing assistant, focusing on the types of tools used and influencing factors. The problem addressed was the limited understanding of how students perceive and effectively use AI in academic writing, alongside concerns about accuracy and ethical implications. The research aimed to understand student perceptions, identify common AI tools, and explore factors influencing their use. A qualitative phenomenological design was employed, involving questionnaires, semi-structured interviews, and documentation from 14 English Department alumni who used AI for their theses. Findings reveal a generally positive perception of AI as a helpful tool for idea generation, grammar correction, and time-saving. ChatGPT and Grammarly were the most frequently used tools, valued for their ease of use, accessibility, and affordability. While students acknowledged ethical concerns and potential over-reliance, they largely viewed AI as a supportive assistant rather than a replacement for human intellect, emphasizing responsible and critical use. Personal limitations, peer influence, and the absence of strict institutional policies also played roles in AI adoption. The study concludes that AI is a valuable, complementary tool in academic writing, necessitating balanced and ethical application.

Keywords: *Artificial Intelligence, Student Perception, Thesis Writing*

CHAPTER I

INTRODUCTION

A. Background of Study

Information and communication technology (ICT) revolution has brought about major changes in various sectors of human life and education is no exception. AI a key buzzword/term in this current technological revolution is AI (Artificial Intelligence). Artificial intelligence has entered many aspects of our lives, including education, and can potentially improve the quality and efficiency of the teaching and learning process.[1]

Digital transformation is sweeping Indonesia, marked by rapid advances in information and communication technology (ICT). Artificial Intelligence (AI), one of the most cutting-edge technologies, has also penetrated various sectors, including education. This can be seen from the "Making Indonesia 4.0" program launched by the government, which artificial intelligence to encourage digital transformation in various fields, including education. One real example of the government's commitment is the launch of the "artificial intelligence for Indonesia" program, which specifically targets the development of artificial intelligence talent in the country. This program is real proof that Indonesia is serious about utilizing the potential of Artificial

[1] Budhy Santoso and S Sos, 'Pilar Sosial Dalam Indikator Pembangunan Berkelanjutan', *UPT Penerbitan & Percetakan Universitas Jember*, 54 (2019).

Intelligence for the advancement of the nation, including in improving the quality of education.[2]

Artificial Intelligence means that man-made machines are capable of exhibiting human-like intelligence like learning, understanding, and problem-solving. As Russell and Norvi explained, artificial intelligence is a branch of computer science that works on creating computer systems that are interested in performing tasks that normally require human intelligence. Artificial intelligence systems can be machine learning, and natural language processing (NLP) among other algorithms that can assist humans in decision-making and problem-solving.[3] There is a variety of Artificial Intelligence in English learning, ranging from Chatbots to Conversation systems, automatic grading systems for writing, virtual assistants for translation and grammar correction support. These are technologies that share the potential for personalized learning, instant feedback, and access to a wide range of language resources.[4]

In education, Artificial Intelligence is used extensively in learning and academic writing. For example, artificial intelligence technology for tools like Grammarly, a grammar and writing style checking tool based on artificial intelligence. There's also Quillbot, an Artificial Intelligence that paraphrases and rearranges text for you. ChatGPT, another such model, is a language-based

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[2] Akbar Iskandar and others, *Peran Teknologi Dalam Dunia Pendidikan* (Yayasan Cendekiawan Inovasi Digital Indonesia, 2023).

[3] Vasil Teigens, *Kecerdasan Umum Buatan* (Cambridge Stanford Books), I.

[4] Imchang Lee and others, 'OrthoANI: An Improved Algorithm and Software for Calculating Average Nucleotide Identity', *International Journal of Systematic and Evolutionary Microbiology*, 66.2 (2016), pp. 1100–03.

chatbot that helps in generating ideas, answering questions, and offer information for writing.[5]

Rivera Barreto argues that technology has played an essential supportive role in EFL. Technology is an educational resource, that motivates learners, provides suggestions for teaching in innovative ways, and promotes learning.[6] The rapid growth of technology has brought great impacts in many aspects of life, including the education world. One of the latest technological advancements being currently treated very seriously right now is Artificial Intelligence. Artificial Intelligence is recently being adopted for English learning, and it is gradually being incorporated into multiple educational tools and platforms, which could improve the effectiveness and efficiency of English teaching and learning.[7]

But although the penetration of Artificial Intelligence in English classes is quite promising, there is still some room for understanding students' attitudes and perspectives in employing this technology. Identifying how students perceive and use Artificial Intelligence can be important for ensuring Artificial Intelligence is implemented effectively and productively. Students are often working on organizing arguments, organizing good writing and working

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[5] Renti Yasmar, Artificial intelegencedillah Suja, and Ahmad Fadhel Syakir Hidayat, "Pemanfaatan ChatGPT Dalam Meningkatkan Keterampilan Menulis/Maharah Kitabah Berbasis 6C (Critical Thinking, Creativity, Collaboration, Communication, Computational and Compassion)," Al-Jawhar: Journal of Arabic Language 1, no. 2 (2023): 87–104.

[6] Balnur Dilzhan, 'Teaching English and Artificial Intelligence: EFL Teachers' Perceptions and Use of ChatGPT', *SDU University (Dissertation)*, 2024.

[7] Nick Bostrom and Eliezer Yudkowsky, 'The Ethics of Artificial Intelligence', in *Artificial Intelligence Safety and Security* (Chapman and Hall/CRC, 2018), pp. 57–69.

on their grammar and writing style. In this environment, artificial intelligence can be considered as a solution to artificial intelligence thesis writing. There are all kinds of AI-based tools like Grammarly for checking grammar and ChatGPT for ideation or concept generation that have made the process of academic writing smoother.

Initial expectations for Artificial Intelligence academia, especially thesis writing, were promising. Artificial Intelligence is expected to be an easy way to overcome various problems in the writing process, such as searching for ambiguous texts, keeping track of the text, and correcting grammar and spelling. The presence of Artificial Intelligence is considered as a writing assistant that can help students to write good essays quickly and effectively. However, there are still many students who do not understand the concept of Artificial Intelligence, let alone its applications in teaching and thesis writing.[8]

This paragraph presents different students viewpoints on the integration of Artificial Intelligence in universities, specifically in thesis writing. To some students, Artificial Intelligence is considered a useful resource, reportedly helping with such tasks as increased efficiency, time-saving and high-quality work. They believe that Artificial Intelligence can speed up the writing process and not replacing — but at least complementing — human workers. But not everyone is so sure. Others are suspicious about the accuracy of artificial intelligence and concerned in general about its ethical

[8] Cecilia Ka Yuk Chan and Wenjie Hu, "Students' Voices on Generative ARTIFICIAL INTELEGENCE: Perceptions, Benefits, and Challenges in Higher Education," International Journal of Educational Technology in Higher Education 20, no. 1 (2023): 43.

implications, like whether it's acceptable to use on academic work. There are also concerns that relying too much on Artificial Intelligence might harm students' ability to develop their own independent writing skills. While artificial intelligence can assist, it's important to strike a balance so that students don't lose the opportunity to practice and improve their writing on their own.

But on the ground, the writing of theses in Artificial Intelligence is not as seamless as it seems. The findings of observation with students identified a range of challenges including challenges associated with finding the correct information from Artificial Intelligence, the processing of data produced by Artificial Intelligence, and guarantees of accuracy and source validity of writing by Artificial Intelligence.[9]

The paragraph is on Artificial Intelligence and writing, describing how the work in Data Science and Artificial Intelligence would be so awesome Artificial Intelligence is going to make writing so simple - but in reality, not so much. The students encountered many challenges in effectively using artificial intelligence. They had difficulties in finding accurate and relevant information from Artificial Intelligence, processing the data generated by Artificial Intelligence, and ensuring the accuracy and authenticity of their writing. This shows that artificial intelligence is not an instant solution and has an active

[9] Nabi Nazari, Muhammad Salman Shabbir, and Roy Setiawan, 'Application of Artificial Intelligence Powered Digital Writing Assistant in Higher Education: Randomized Controlled Trial', *Heliyon*, 7.5 (2021).

human role in processing data and analyzing information, and Artificial Intelligence the credibility of the writing is still needed.

The use of Artificial Intelligence in thesis writing is on the rise as students become more aware of the convenience it offers. However, there have not been many studies exploring how students perceive the use of Artificial Intelligence, especially among 2020 alumni students who went through the thesis writing process during a time of rapidly developing technology. Understanding their attitude is important in determining whether Artificial Intelligence is a useful tool and in understanding what factors affect their decision to use Artificial Intelligence. Applicability The use of Artificial Intelligence writing assistants in academic writing has several advantages including enhancement of grammar and writing style, consultancy on structuring arguments, and performing pre-analysis. It is also able to generate summaries and provide feedback on how to improve a paper.

This research is to investigate 2020's English Department alumni of IAIN Langsa view toward using artificial intelligence (AI) in writing a thesis. More precisely, this study aims at understanding both students' perceptions regarding Artificial Intelligence as a writing assistant, the kinds of Artificial Intelligence tools they used to write their theses, and the reasons that led them to use Artificial Intelligence. The intention of this study is to provide policy-relevant insights on students' points of view, experiences and expectations

associated with Artificial Intelligence, which can support curriculum development, pedagogical strategies and educational policy in the digital age.

In this study we will explore how the class of 2020 perceive their own experiences of Artificial Intelligence when writing their theses. The research aims to fulfil three objectives: a) to understand students' perceptions in AI-supported thesis writing, b) to identify what types of Artificial Intelligence tools are used at different stages, and c) to investigate the contributing factors affecting Artificial Intelligence use in academic writing.

The results of this study are expected to make a significant contribution to understanding the dynamics of artificial intelligence use in the context of English language learning in Indonesian higher education, particularly at IAIN Langsa. The findings obtained can be the basis for developing more effective strategies in integrating artificial intelligence into the learning process and thesis completion, as well as better preparing students to face the digital era.

B. Research Question

Based on the background of problem, as well as the affirmation of the term the researcher formulates formulation of study the research question as follows:

1. What are students perception of using Artificial Intelligence as a writing assistant in writing thesis?

2. What kind types of Artificial Intelligence that students used for complete writing thesis?
3. What are the factor that influence students used Artificial Intelligence for complete writing thesis

C. Purpose of Study

To the question mentioned in the problem formulation, the objectives and applied are as follows:

1. To find out the students perception of using artificial intelligence as a writing assistant in writing thesis.
2. To find out the types of artificial intelligence that students used for complete writing thesis.
3. To find out the factor that influence students used for complete writing thesis.

D. Significances of Study

This research is valuable for a lot of people including English teachers/lecturers, EFL students and further researchers:

1. For Teachers and Lecturers

   The study presents an in-depth reflection on the Nature of the Artificial Intelligence (AI) tools that students often employ in thesis writing like Grammarly and ChatGPT. Educators can leverage this

information to help guide their students in making the best use of these tools in ways that are effective and responsible. Once these plans have been integrated into the pedagogy, more interactive opportunities can be added, thus allowing lecturers to enhance the learning experience in terms of academic writing skills.

2. For Students

This work informs students (particularly those who are involved in academic writing) on the capabilities of AI tools to improve their writing efficiency and quality. It focuses on the concrete advantages that such tools can offer (e.g. time-saving functionality, better grammar, and structured arguments). Students can see how AI tools address some of Writing's biggest challenges and are a bit less daunted or overwhelmed when it comes to writing a great thesis

.

3. For Future Researchers

This study also may point the ways for others to investigate topics related to the usage of AI tools in education or academic writing. Future research can build on this study and explore other dimensions, for instance, the impact of AI tools on students' critical thinking and creativity in writing over the long term

E. Scope of Study

This study focuses on the perceptions of alumni students of the English Department Class of 2020 at IAIN Langsa regarding the use of artificial intelligence (AI) as a tool in writing their theses. The scope of this study covers three main aspects: 1) Perception of using artificial intelligence as a writing assistant in writing thesis, 2) Kind of artificial intelligence that students used as a writing assistant in writing thesis, 3) Find out the factor that influence students used Artificial Intelligence as a writing assistant in writing thesis.

This study is limited to alumni of the English Department who have completed their thesis in 2020. Data were collected through semi-structured interviews and documentations designed to gain in-depth information about students' experiences in using Artificial Intelligence. The scope of this study does not include the analysis of the results of thesis produced using AI but rather focuses on the perceptions, experiences, and factors that influence the use of this technology. Thus, this study is expected to provide insight into the dynamics of Artificial Intelligence use in higher education, especially in the context of academic writing.

BAB IV
FINDING AND DISCUSSION

This chapter contains an analysis of the data that has been collected and a discussion of the findings obtained from the research. In this chapter, the data will be presented in the form of tables and narrative descriptions to provide a clear description of the research results. This chapter is divided into two parts. The first is the research findings gathered through questionnaires, interviews, and documentation. The second is the explanation of the data.

A. Finding

The researcher categorized the data in this chapter according to the two research questions that the researcher used. This chapter presents the findings obtained from both quantitative and qualitative data related to students' perceptions of using Artificial Intelligence (AI) as a writing assistant in thesis writing. The data were gathered through questionnaires and interviews with English education students. The findings are organized into three main sections: students' perceptions of AI usage, types of AI tools used, and factors influencing students' decision to use AI.

This section contains questionnaire and interview results used as a data collection instrument in this study. The questionnaire and interview are designed to collect relevant information to answer the research questions that have been formulated previously. There are 15 questionnaire questions that students must

answer and 15 questions for the interview. The questions in this questionnaire are divided into several sections covering various aspects to be analyzed. There are 4 sections of the questionnaire: 7 questions about perception of using Artificial Intelligence, 2 questions about types of Artificial Intelligence and 6 questions about Factor their influence of using Artificial Intelligence. Each section of the questionnaire was designed to elicit in-depth and comprehensive information to provide an accurate description of the data obtained. Respondents were asked to answer each question honestly and in accordance with the conditions they experienced. The questionnaire was administered to 14 students of the English Education Department in the years 2020, at IAIN Langsa. The data of questionnaire distributed for 6 days on July 16 to July 22, 2025.

Meanwhile, for the interview there are 3 sections of the interview: 5 questions about perception of using Artificial Intelligence, 3 question about types of Artificial Intelligence and 7 question about factor their influence of using Artificial Intelligence. The data of interview was collected to explore in-depth information about students' experiences of using Artificial Intelligence. Data was collected from 7 students who were randomly selected from those who filled out the questionnaire. Interviews were conducted for three days, from July 23th to 25st, 2025. The detailed answers will be presented in a table containing details of the questionnaire questions used in this research and also shows the percentage frequency of answers from students in the questionnaire. if the reader wants to see the percentage of all questions can be seen on the appendix page.

The table below provides information on the results of the entire questionnaire. From each respondent's answer to each question and the respondent's answer as a whole. In the table there are several options including option SA means “strongly agree”, option A means “Agree”, option N indicates “Neutral”, option D means “Disagree” and the last option SD means “Strongly Disagree”. The option shows the number of students who chose the statement in the questionnaire. Then, for Total Number of Responses is the overall result of students who choose from each option. Meanwhile, Percentage is the percentage value of the total number of responses calculated from the total or each question option is totalled then divided by the total response, namely 14 for tables 4.1, 4.2 dan 4.3. then multiplied by 100. These results are the sum of each option. This provides a more detailed picture of respondents' choices for each indicator analyzed. The results of the questionnaire were described in table 4.1 onwards:

1. Students’ Perception on Using AI as a Writing Assistant

This section presents students’ perceptions of using Artificial Intelligence as an assistant in writing their thesis. The data were collected through a closed-ended questionnaire consisting of Likert scale statements and supported by interview results. The aim is to understand how students view AI in terms of usefulness, ease of use, and ethical considerations.

Table 3.1 Students' Perception of AI Usage in Thesis Writing

Statements	SD	D	N	A	SA	Total
AI is easy to use to help with thesis writing.	0%	0%	28.6% (4)	28.6% (4)	42.9% (6)	100% (14)
AI helps me save time in the writing process.	0%	0%	7.1% (1)	64.3% (9)	28.6% (4)	100% (14)
AI provides accurate and relevant results.	0%	7.1% (1)	28.6% (4)	50% (7)	14.3% (2)	100% (14)
AI helps improve the quality of grammar in my writing.	0%	0%	21.4% (3)	57.1% (8)	21.4% (3)	100% (14)
I feel that AI is reliable in completing various stages of writing.	0%	0%	14.3% (2)	71.4% (10)	14.3% (2)	100% (14)
I am concerned that the use of AI could lead to violations of academic ethics.	0%	28.6% (4)	35.7% (5)	28.6% (4)	7.1% (1)	100% (14)
I feel that AI is only a tool, not a replacement for humans in the writing process.	0%	7.1% (1)	7.1% (1)	35.7% (5)	50% (7)	100% (14)
Total Number of Responses	**0**	**6**	**20**	**40**	**24**	**98**
Percentage	**0%**	**6.12%**	**20.41%**	**40.82%**	**32.65%**	**100%**

Source: Questionnaire results, July 2025

Based on the indicators in the table about AI usage in writing above which have been explained as a whole, the following is an explanation of the questionnaire results for each statement. On the statement *"AI is easy to use to help with thesis writing,"* the results show that most respondents perceive AI as user-friendly for assisting with thesis writing. The most selected responses were “Strongly Agree” and “Agree,” chosen by 6 students (42.9%) and 4 students (28.6%), respectively. This indicates that 10 out of 14 students (71.5%) agree that AI is easy to use for helping with thesis writing.

On the statement *"AI helps me save time in the writing process,"* the majority of students also showed agreement. 9 students (64.3%) selected “Agree,” and 4 students (28.6%) selected “Strongly Agree,” while only 1 student (7.1%) was neutral. This suggests that AI is considered a time-efficient tool by most respondents.

For the statement *"AI provides accurate and relevant results,"* 7 students (50%) agreed and 2 students (14.3%) strongly agreed. Meanwhile, 4 students (28.6%) were neutral and 1 student (7.1%) disagreed. This shows that a majority (64.3%) perceive AI as capable of producing accurate and relevant outputs.

In response to the statement *"AI helps improve the quality of grammar in my writing,"* a majority of students (8 students or 57.1%) agreed, and 3 students (21.4%) strongly agreed. However, 3 others (21.4%) responded neutrally. These results suggest that most students believe AI helps enhance grammatical quality.

For the statement *"I feel that AI is reliable in completing various stages of writing,"* 10 students (71.4%) agreed and 2 students (14.3%) strongly agreed. This indicates that 85.7% of respondents trust AI in supporting different writing stages.

On the statement *"I am concerned that the use of AI could lead to violations of academic ethics,"* the opinions are more spread out. 5 students (35.7%) responded neutrally, 4 students (28.6%) disagreed, 4 students (28.6%) agreed, and 1 student (7.1%) strongly agreed. This suggests that while some students express concern, many remain neutral or disagree about AI being an ethical risk.

Lastly, on the statement *"I feel that AI is only a tool, not a replacement for humans in the writing process,"* 7 students (50%) strongly agreed, 5 students (35.7%) agreed, and the remaining 2 students (14.2%) were split between neutral and disagree. This reflects that the majority understand AI as a support tool, not a full substitute for human creativity or input.

The results of the questionnaire statement are in line with the statements stated by students interviewed by researchers regarding what their perception of using Artificial Intelligence.

The researcher asked *"what do you think about using Artificial Intelligence as a writing assistant in your writing thesis process"*

P1. *"I think using artificial intelligence in the thesis writing process can be very helpful, especially for generating ideas, organizing thoughts, and improving*

grammar. It makes the writing process more efficient as long as it's used wisely and ethically."

P2. *"I think using AI in my writing thesis is the best helper. AI can help me to elaborate my ideas when i can't describe it."*

P3. *"I agree. AI was very helpful in generating ideas, paraphrasing, and translating."*

P4. *"I think using AI in thesis writing is helpful for improving efficiency and idea generation."*

P5. *"I think AI is super helpful, especially when I'm stuck or need quick references. It feels like having a personal assistant available anytime."*

P6. *"I view the use of AI as an efficient tool in the thesis writing process, especially for brainstorming, grammar checking, and initial idea development."*

P7. *"I think it's okay to use AI because it's a tool that's available to everyone. AI is a more advanced feature, but since it's a technology created by humans, it's bound to have some errors or misses. That's why i shouldn't rely entirely on AI or use it automatically without any thought. It's still important to review and adjust the results to minimize any mistakes that might come from this fully-automately technology."*

Based on the results of the interviews with seven students, it can be concluded that students generally have a *positive perception* of using Artificial Intelligence as a writing assistant in thesis writing. Most participants stated that AI

is very helpful in several aspects of the writing process, such as *generating and developing ideas, organizing thoughts, improving grammar, paraphrasing, and translating content.* Many also emphasized that AI improves the *efficiency* of their writing and acts like a *personal assistant*, especially when they experience writer's block or need quick references. However, despite recognizing its benefits, the students also expressed a *critical awareness* regarding the ethical use of AI.

They agreed that AI is a tool that must be used wisely and not relied upon blindly or automatically. The responses show that students understand the importance of *reviewing and editing* AI-generated content to avoid potential errors and ensure academic integrity. Overall, students perceive AI as a supportive and innovative tool in academic writing, but they emphasize the need *for responsible and thoughtful use.*

Then to the next question Researcher asked *"What are the main benefits you feel when using artificial intelligence to write your thesis"*

P1. "*The main benefits I experienced were idea development, improving sentence clarity, and checking grammar. Tools like ChatGPT helped me explore different perspectives on my topic, and Grammarly helped me polish my writing."*

P2. *"The main benefits i can felt when i use AI is, it can help me to elaborate my ideas which i can't define."*

P3. *"Faster writing, clear structure suggestions, and reduced stress."*

P4. *"The main benefits are faster writing, better grammar, and easier idea development."*

P5. *"The biggest benefit is saving time. AI also helps explain complex theories, gives examples, and sometimes even helps structure my writing."*

P6. *"The main benefits are time efficiency, assistance in tidying up academic language, and quick additional references."*

P7. *"I find that using AI is incredibly fast, convenient, easy and time efficient. What's even better is that many AI tools are now free and can be used straight from a phone no need to open a laptop. This innovation is really useful and can support work in any field, anytime, and anywhere."*

In response to the question, *"What are the main benefits you feel when using artificial intelligence to write your thesis?"*, the participants expressed several consistent and insightful viewpoints. The most frequently mentioned benefit was *time efficiency***,** with many students stating that AI significantly helped them complete their writing tasks more quickly. In addition, students highlighted that AI tools are *helpful in developing ideas***,** *improving grammar***,** *enhancing sentence clarity*, and *structuring academic writing***.** Some also pointed out that AI provides *quick references* and even assists in explaining *complex theories* in a simpler way. Participants mentioned specific tools such as *ChatGPT* and *Grammarly* that supported their writing process, especially in elaborating thoughts and ensuring the use of proper academic language. Moreover, one student emphasized the *practicality and accessibility* of AI tools, noting that many are free and can be used directly from a smartphone, making them convenient for use anytime and anywhere. Overall, the students perceived AI as a *time-saving,*

supportive, and accessible writing aid that helps simplify and enhance the overall thesis writing experience.

Then to the next question Researcher asked *"Do you face any challenges when using artificial intelligence? If yes, what are they"*

P1. *"Yes, sometimes I found that the information given by AI wasn't always accurate or relevant. I had to double-check facts and references, especially for academic content. Also, I had to be careful not to rely too much on AI and make sure the ideas were still my own."*

P2. *"Yes ofcourse, the challenges that i faced was unstable connection and limitation how many questions we can ask to gpt."*

P3. "*Yes. Sometimes AI gives inaccurate or overly general content."*

P4. *"Yes, sometimes the AI gives irrelevant or inaccurate content that I need to edit."*

P5. *"Yes, sometimes the answers are too general or not really on point. So I still need to double-check and filter the results myself."*

P6. *"Yes, the main challenge is the validity of the information, which sometimes cannot be academically accounted for and needs to be re-verified."*

P7. *"Yes, The challenge I face is knowing that i can't fully rely on AI 100% but sometimes I'm not confident without AI. i still need to double-check everything to make sure the information is accurate and relevant for our thesis. AI should be*

seen as a tool to help lighten the load and support us in finding the knowledge we need."

In response to the question, *"Do you face any challenges when using artificial intelligence? If yes, what are they?"*, all participants acknowledged experiencing several obstacles while using AI in their thesis writing process. One of the most frequently mentioned challenges was the *accuracy and relevance of the information* provided by AI. Many students noted that AI responses were sometimes *too general, inaccurate, or irrelevant*, which required them to *verify and edit* the content before including it in their academic work. Additionally, participants expressed concerns about the *over-reliance on AI*, where they felt the need to balance its use with their own original thinking to maintain academic integrity. Some students also faced *technical limitations*, such as *unstable internet connections* ***or*** *restrictions on the number of queries* they could ask AI tools like ChatGPT. Furthermore, a few respondents highlighted the *psychological challenge* of feeling dependent on AI, while still lacking confidence when working without it. Despite these challenges, all participants agreed that AI should be regarded as a *supportive tool*, not a replacement, and that critical thinking and content verification remain essential in academic writing.

Then to the next question Researcher asked *"What are your views on the accuracy and reliability of artificial intelligence in assisting writing thesis"*

P1. "*AI is helpful but not always accurate. It can assist with general language use and brainstorming ideas, but for speci/fic academic content, I i/still needed to rely on trusted sources and my own understanding of the material."*

P2. *"I think the accuracy and reliability AI in my thesis writing its arround 80 % because it didn't mention any data when give us the answer."*

P3. *"Mostly accurate, but still needs human checking for academic standards."*

P4. *"AI is quite reliable, but it still needs human checking for accuracy and context."*

P5. "*AI can be accurate, but I wouldn't trust it 100%. I think it's useful, but I still need to use my own judgment to see if the information is correct and relevant."*

P6. *"AI is accurate enough for technical writing purposes, but still requires human supervision because it may not be appropriate for academic context or research specifications."*

P7. "*I believe AI is fairly accurate in providing information, but I still need to verify the sources and data to make sure everything is reliable and trustworthy."*

In response to the question, *"What are your views on the accuracy and reliability of artificial intelligence in assisting writing thesis?"*, the majority of participants shared a *moderately positive yet cautious perception*. Most students acknowledged that AI is generally *accurate and helpful*, especially in supporting

the *technical aspects of writing***,** such as grammar, language use, and idea generation. However, they also emphasized that AI-generated content often lacks *specific academic data or citations*, which makes it *less reliable for in-depth or research-based content.* Several students estimated AI's reliability at around 80%**,** stating that while it is a useful tool, it still *requires human supervision and critical judgment.* They agreed that *AI cannot be fully trusted without verification***,** especially when it comes to academic standards, relevance, and contextual accuracy. Thus, students believe that although AI can significantly support the writing process, it should be *used carefully and responsibly*, *human input remaining essential* to ensure the validity and integrity of academic work.

Last question Researcher asked *"Do you think using artificial intelligence has affected your overall writing skills"*

P1. *"Yes, in a positive way. It helped me learn better sentence structures and new vocabulary. But at the same time, I made sure to stay active in the writing process so I wouldn't become too dependent on AI."*

P2. "*Yes it really helps me to increase my writing also my vocabulary."*

P3. "*Yes, positively. It improved my vocabulary and writing flow."*

P4. *"Yes, it has improved my grammar, but I feel I rely too much on it sometimes."*

P5. *"Yes and no. On one hand, it helps with phrasing and getting ideas. But on the other hand, I feel like I depend on it too much sometimes, so I don't practice my own writing as much."*

P6. *"In some ways, yes. I have become more critical of sentence structure and writing style. However, relying too much on it can reduce critical thinking skills."*

P7. "*I feel that using AI can help improve my writing skills, but I'm also a bit worried that I might become too dependent on it."*

In response to the question, *"Do you think using artificial intelligence has affected your overall writing skills?"*, most participants agreed that AI has had a *positive impact* on their writing development. They reported improvements in various areas, particularly in *sentence structure, vocabulary enrichment, writing fluency, and grammar accuracy*. Several students stated that AI helped them *understand better ways of phrasing sentences* and gave them exposure to more *advanced vocabulary*. However, many also expressed *concerns about overdependence* on AI tools. Some felt that relying too much on AI may *limit their critical thinking* and reduce opportunities to *practice independent writing*. A few participants pointed out the need to stay actively involved in the writing process to maintain and strengthen their personal writing abilities. Overall, students acknowledged that while AI can *enhance writing skills*, it is important to use it *mindfully* to avoid becoming overly reliant on the technology.

In conclusion, the data show that most students have a positive perception of using AI in thesis writing. They view it as a helpful tool for generating ideas, improving grammar, and managing time more efficiently. However, they also remain aware of the ethical boundaries and emphasize that AI should be used to support—not replace—their own academic thinking.

2. Types of AI Tools Used

This section explores the types of AI tools used by students during their thesis writing process. The purpose is to identify which tools are most commonly utilized and why.

Table 3.2 and 3.3 shows the AI tools used by students and reasons students choose AI tools to help with thesis writing based on questionnaire responses:

Table 3.2 Types of AI tools used by students in writing their thesis

No	AI Tool Used	Frequency (f)	Percentage (%)
1	ChatGPT	11	78.6%
2	Grammarly	7	50.0%
3	QuillBot	3	21.4%
4	Google Bard / Gemini	3	21.4%
5	Perplexity AI	2	14.3%
6	DeepL Translator	5	35.7%
7	Mendeley / Zotero	7	50.0%
	Total	—	100%

Source: Questionnaire results, July 2025

Table 3.3 Reasons students choose AI tools to help with thesis writing

No	Reason for Choosing AI Tool	Frequency (f)	Percentage (%)
1	Very easy to use	10	71.4%
2	The results are accurate and acceptable	5	35.7%
3	Recommended by friends or lecturers	6	42.9%
4	Free or affordable	5	35.7%
5	Has features that are perfect for academic writing	4	28.6%
6	Can be accessed anytime and anywhere	8	57.1%
7	To make the outline easier, but I still write the content	1	7.1%
	Total	—	100%

Source: Questionnaire results, July 2025

Note: Total percentage exceeds 100% because respondents could choose more than one option.

Based on the data presented in Table 3.2 regarding the *types of AI tools used by students in writing their thesis*, the most frequently used tool is *ChatGPT*, with 11 out of 14 respondents (78.6%) reporting that they use it regularly. This is followed by Grammarly and Mendeley/Zotero, each used by 7 respondents (50.0%). Other tools s uch as DeepL Translator (35.7%), QuillBot (21.4%),

Google Bard/Gemini (21.4%), and Perplexity AI (14.3%) are also utilized, but to a lesser extent. These findings indicate that students tend to rely on a combination of AI tools, with ChatGPT being the most dominant, likely due to its versatile features in content generation and assistance with language use.

Furthermore, as shown in Table 3.3 regarding the reasons students choose AI tools, the majority of respondents (10 out of 14 students or 71.4%) reported that they use AI tools because they are very easy to use. This reflects the user-friendly nature of most AI platforms, which appeals to students working on complex academic tasks. Another major reason, chosen by 8 students (57.1%), is that the tools can be accessed anytime and anywhere, indicating that flexibility and convenience are key motivating factors. Other notable reasons include recommendations from friends or lecturers (42.9%), and the fact that the tools are free or affordable (35.7%). Additionally, 35.7% of respondents chose AI tools because the results are accurate and acceptable, while 28.6% selected them due to features that support academic writing. Only 1 respondent (7.1%) mentioned using AI to help with outlining content while still writing the final product themselves.

These findings suggest that ease of use, accessibility, and affordability are the main drivers behind students' decisions to incorporate AI tools into their thesis writing. Although some students choose AI for its functionality and accuracy, practical considerations such as availability and cost appear to play a more significant role.

The results of the questionnaire statement are in line with the statements stated by students interviewed by researchers regarding what types of Artificial Intelligence tools their used.

Researcher asked *"What artificial intelligence tools do you use during your thesis writing process? Why"*

P1. *"I used ChatGPT to help brainstorm and expand ideas, Paraphrase.io to rephrase sentences more clearly, and Grammarly to check grammar and punctuation. I chose these tools because they're easy to use and directly support writing tasks."*

P2. *"ChatGPT, becuse is cammon AI"*

P3. *"Grammarly , ChatGPT, because it's user-friendly and provides fast answers."*

P4. *"I use ChatGPT and Grammarly because they help with ideas, structure, and grammar."*

P5. *"I mostly use ChatGPT because it's easy to access and gives fast responses. Sometimes I also use Grammarly to check grammar."*

P6. *"I use ChatGPT because it can provide fast and in-depth answers according to academic needs. Sometimes also Grammarly to check grammar."*

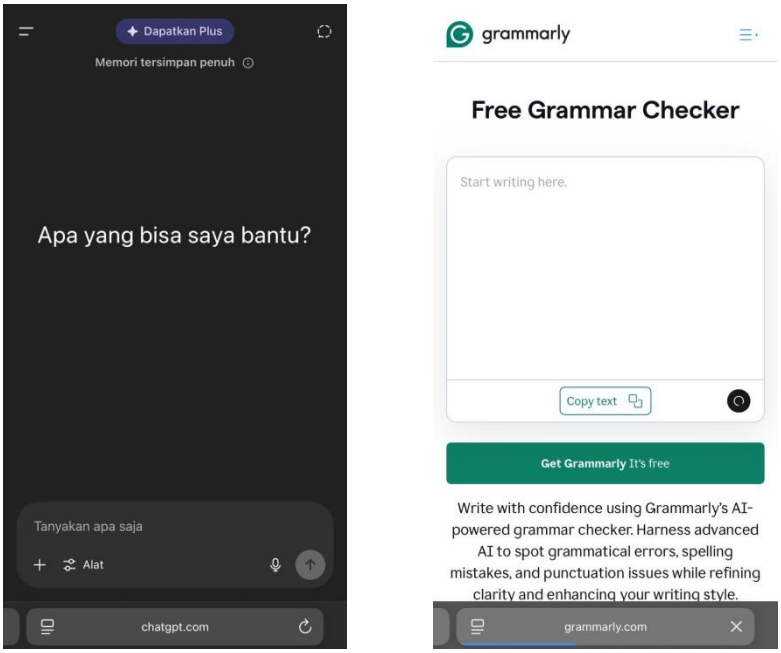
P7. *"I use a few tools like Grammarly to check my grammar and Turnitin to detect plagiarism. I chose these tools because they really help improve the quality of my writing. Addition I use Blackbox AI, beacause every you need is there."*

In response to the question, *"What artificial intelligence tools do you use during your thesis writing process? Why?"*, the participants mentioned using a variety of AI tools to assist them in different stages of their writing. The most frequently cited tool was *ChatGPT*, which students used primarily for *brainstorming ideas, expanding content, paraphrasing, and receiving fast, in-depth academic responses*. Many respondents favored ChatGPT due to its *ease of use, quick accessibility*, and *ability to support content generation effectively*. Additionally, *Grammarly* was commonly used by participants to *check grammar, punctuation, and sentence clarity*, making it a preferred tool for *language correction and refinement.*

Other tools mentioned include *Paraphrase.io* for rephrasing ideas more clearly, *Turnitin* for *plagiarism detection*, and *Blackbox AI*, which one participant described as an all-in-one platform that provides broad writing assistance. These tools were chosen not only for their specific functions but also for *their efficiency***,** *convenience*, and *ability to improve the quality of academic writing*. Overall, the interview results show that students tend to *combine multiple AI tools* based on their individual writing needs, with ChatGPT and Grammarly being the most dominant due to their user-friendly interfaces and practical usefulness in the academic writing context.

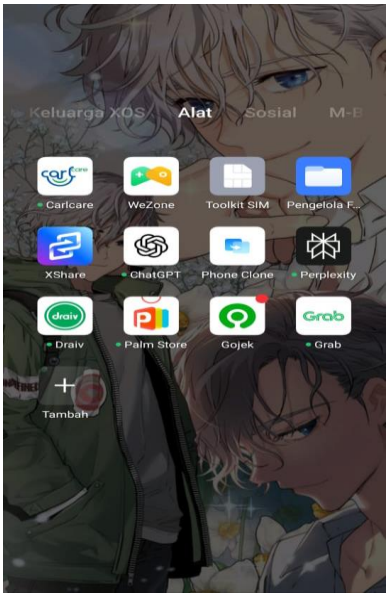
Based on interviews with students, it was found that there is variation in the types of Artificial Intelligence used in the thesis writing process. Respondents tended to choose more than one type of AI tool, reflecting their need for technological support in various aspects of scientific writing. The following is a screenshot of the types of AI they use.

Participant 1 :



Source : Screenshot AI tools participant 1: ChatGpt and Grammarly

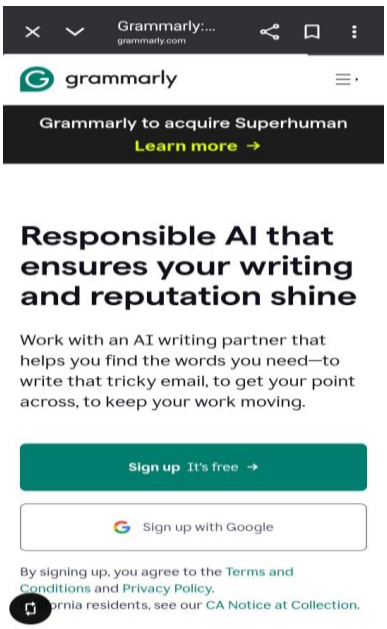
Participant 2 :



Source : Screenshot AI tools participant 2: Chat GPT

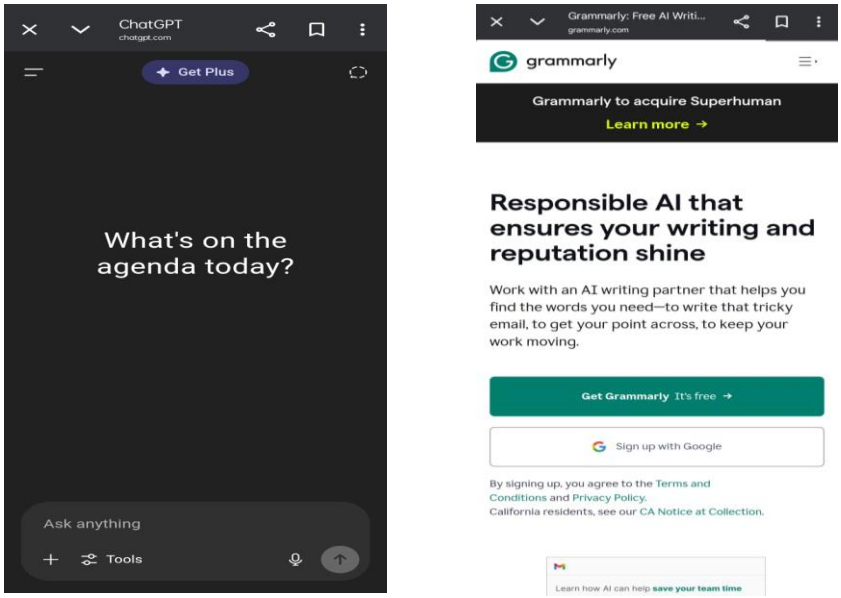
Participant 3 :





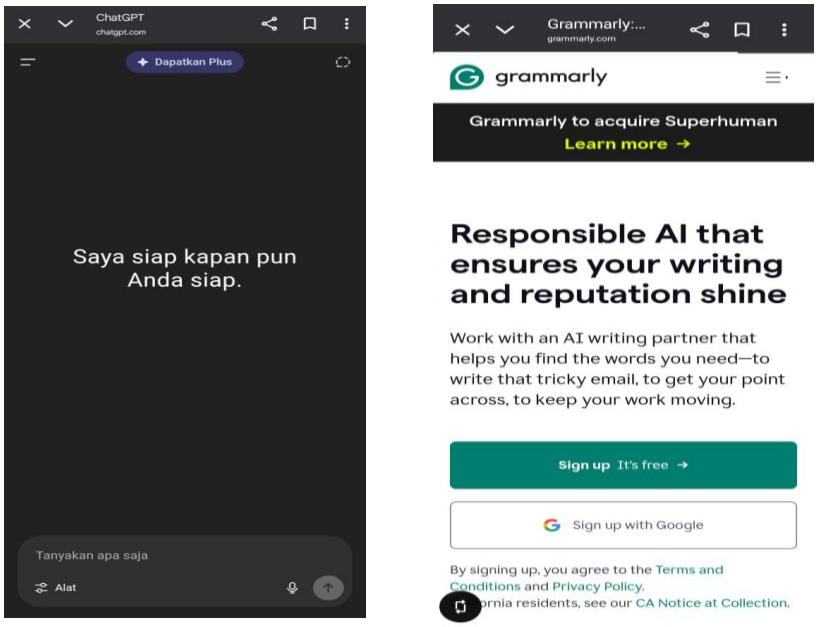
Source : Screenshot AI tools participant 3: Chat GPT and Grammarly

Participant 4 :



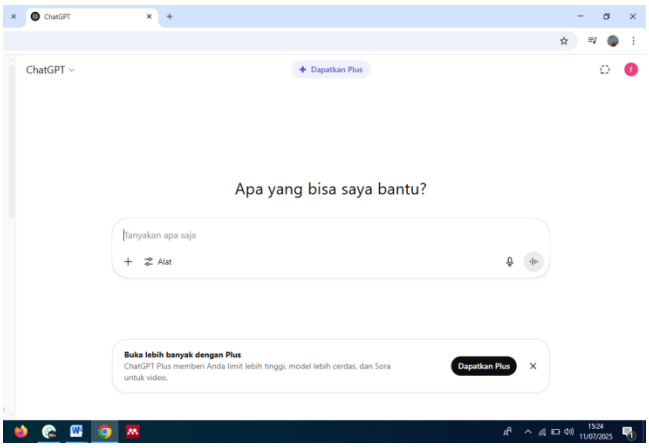
Source : Screenshot AI tools participant 4: Chat GPT and Grammarly

Participant 5 :



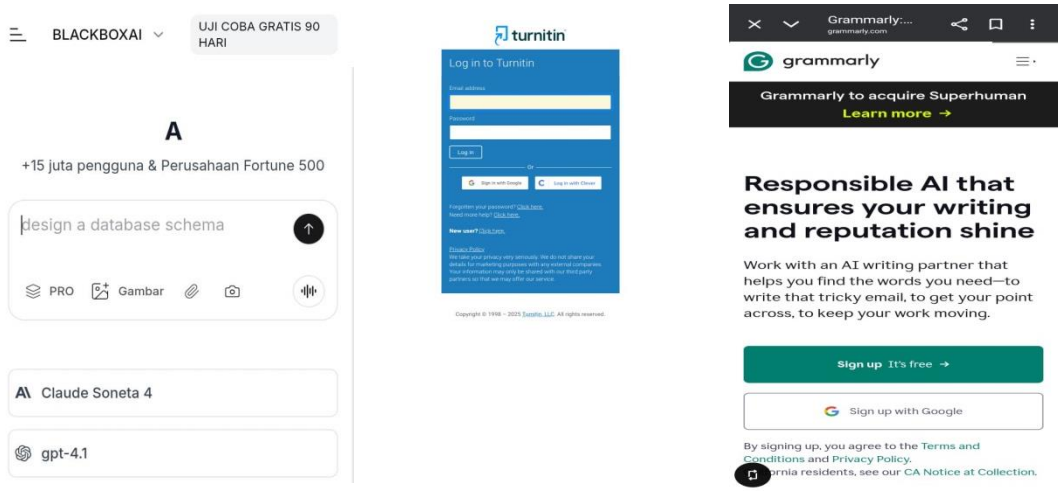
Source : Screenshot AI tools participant 5: Chat GPT and Grammarly

Participant 6 :



Source : Screenshot AI tools participant 6: Chat GPT

Participant 7 :



Source : Screenshot AI tools participant 2: BlackboxAI, Turnitin and Grammarly

Last to the next question Researcher asked "*Do you feel these tools meet your needs in academic writing"*

P1. *"Yes, they helped me a lot, especially in developing ideas and improving the flow of my writing. However, I still had to revise and adjust the content based on academic standards."*

P2. *"Yes, because easy to use."*

P3. *"Yes, especially for organizing ideas and rewriting better."*

P4. "*Yes, they meet most of my needs, especially for language and formatting"*

P5. "*Yes, to some extent. They help when I'm stuck or need ideas, but I still need to support everything with proper academic references."*

P6. *"Mostly yes, especially in compiling initial ideas and improving language. But I still complete it with references from official journals."*

P7. *"Yes, I feel those tools really meet my needs. They give helpful feedback and support me in improving my writing."*

In response to the question, *"Do you feel these tools meet your needs in academic writing?"*, all participants responded *positively*, indicating that AI tools generally fulfill their academic writing needs. Several students stated that these tools were *especially helpful in developing ideas, organizing content, rewriting sentences, and improving the flow and structure* of their writing. They found AI assistance particularly useful when they experienced *writer's block or needed support with grammar and formatting.* However, despite these benefits,

some participants emphasized that AI tools still require *human input and academic judgment,* especially when it comes to *ensuring content meets scholarly standards*. A few respondents noted that although AI tools help generate and refine ideas, they still *rely on academic journals and verified sources* to complete their work. Overall, the responses demonstrate that while AI tools are highly beneficial In supporting various aspects of academic writing, students remain aware of the *importance of manual editing, referencing, and maintaining academic integrity.*

In summary, students primarily use AI tools like ChatGPT and Grammarly, with ChatGPT being the most dominant. These tools are favored due to their accessibility, ease of use, and ability to support various aspects of academic writing. The variety of tools used also suggests that students adapt AI usage based on their individual writing needs.

3. Factors Influencing the Use of AI

This section discusses the factors that influence students' decisions to use AI in thesis writing. These include internal motivations, personal limitations, peer and institutional influence, and trust in AI's capabilities.

The data from the questionnaire and interviews revealed several key influences, including:

- Personal challenges such as limited time and writing ability.

- Peer recommendations and technological exposure.
- The absence of strict campus policies or restrictions.
- Trust in AI's ability to provide helpful and intelligent responses.

Table 3.4 Factors influencing AI use

Statements	SD	D	N	A	SA	Total
I use AI because it was recommended by a friend/lecturer.	14.3% (2)	7.1% (1)	21.4% (3)	50% (4)	7.1% (1)	100% (14)
My experiences with technology influence my ability to use AI.	0%	0%	28.6% (4)	57.1% (8)	14.3% (2)	100% (14)
I feel A I helps me finish my thesis faster..	0%	0%	14.3% (2)	71.4% (10)	14.3% (2)	100% (14)
AI makes it easier for me to understand and structure my writing.	0%	7.1% (1)	14.3% (2)	57.1% (8)	21.4% (3)	100% (14)
AI is easily accessible anytime, anywhere..	0%	0%	7.1% (1)	57.1% (8)	35.7% (5)	100% (14)
I am concerned that the use of AI could lead to violations of academic ethics.	0%	28.6% (4)	35.7% (5)	28.6% (4)	7.1% (1)	100% (14)
I feel that AI provides solutions to the challenges of thesis writing, such as grammar or idea development	0%	0%	14.3% (2)	71.4% (10)	14.3% (3)	100% (14)
Total Number of Responses	**2**	**6**	**19**	**52**	**17**	**96**

Percentage	**2.08%**	**6.25%**	**19.79%**	**54.17%**	**17.71%**	**100%**

Source: Questionnaire results, July 2025

$$\text{Forms : Percentage} = \frac{\text{Number of Respon}}{96} \times 100$$

Based on the indicators in Table 3.4 regarding factors that influence the use of Artificial Intelligence (AI) in academic writing, the following is a breakdown of respondents' perceptions for each statement.

For the statement *"I use AI because it was recommended by a friend/lecturer,"* 50% (7 students) agreed and 28.6% (4 students) strongly agreed, indicating that recommendations from trusted sources significantly influence the decision to use AI tools. However, 14.3% (2 students) strongly disagreed and 7.1% (1 student) disagreed, showing a minority of students may have made independent decisions without external influence.

Regarding the statement *"My experiences with technology influence my ability to use AI,"* 57.1% (8 students) agreed and 14.3% (2 students) strongly agreed. Meanwhile, 28.6% (4 students) remained neutral, suggesting that prior technological exposure plays a positive role in AI adoption.

For *"I feel AI helps me finish my thesis faster,"* a significant 71.4% (10 students) agreed and 14.3% (2 students) strongly agreed, indicating strong approval of AI's role in improving writing efficiency.

In the statement *"AI makes it easier for me to understand and structure my writing,"* 57.1% (8 students) agreed and 21.4% (3 students) strongly agreed. However, 14.3% (2 students) remained neutral and 7.1% (1 student) disagreed, suggesting that while the majority benefit from AI for organization, some students still face challenges.

When asked about *"AI is easily accessible anytime, anywhere,"* the responses were also positive with 35.7% (5 students) strongly agreeing and 57.1% (8 students) agreeing. Only one student (7.1%) remained neutral, showing wide accessibility is one of the main advantages of AI tools.

For *"I am concerned that the use of AI could lead to violations of academic ethics,"* the responses were more mixed. A total of 64.2% of students (4 disagreed and 5 were neutral) showed either doubt or uncertainty about this issue, while 28.6% (4 students) agreed and only 7.1% (1 student) strongly agreed. This indicates an awareness of ethical concerns, although it may not be a dominant deterrent.

Lastly, for *"I feel that AI provides solutions to the challenges of thesis writing, such as grammar or idea development,"* 71.4% (10 students) agreed and 14.3% (2 students) strongly agreed, reinforcing the idea that AI is widely seen as a supportive tool for overcoming common academic writing difficulties.

Overall, the dominant responses fall under "Agree" (54.17%) and "Strongly Agree" (17.71%), showing a general positive perception of AI usage in

thesis writing. The relatively low percentages of "Disagree" (6.25%) and "Strongly Disagree" (2.08%) also suggest that most students find AI helpful, accessible, and influential in their academic writing process.

The results of the questionnaire statement are in line with the statements stated by students interviewed by researchers regarding what their perception of using Artificial Intelligence.

The Researcher asked *"What made you decide to use artificial intelligence in writing your thesi"*

P1. *"I used AI because sometimes I struggled to start writing or find the right words to express my ideas. AI helped me overcome writer's block and gave me inspiration when I needed it."*

P2. *"Because sometimes its difficult for me to elaborate my idea to write."*

P3. "*To save time and reduce confusion in writing."*

P4. *"I decided to use AI to save time and get help with organizing my writing."*

P5. "*Mostly because I felt like I needed extra help. Sometimes I didn't even know where to start, so using AI helped me get a clearer idea."*

P6. *"Due to time constraints and the need to quickly build a framework, AI is a huge help early in the process."*

P7. "*The main reason I decided to use AI was my desire to improve the efficiency and quality of my writing."*

Based on the participants' responses, several key factors influenced their decision to use Artificial Intelligence (AI) during the thesis writing process. Most respondents highlighted *difficulty in elaborating ideas and getting started with writing* as major challenges. For instance, one participant mentioned struggling with writer's block and found that AI helped generate ideas and inspiration, enabling them to begin writing more confidently. Time efficiency was another common theme. Several students stated that AI helped *save time*, especially under tight deadlines, and made it easier to *structure their writing* quickly. For example, one respondent emphasized that AI was beneficial in building the basic framework of their thesis in the early stages.

Additionally, the *need for clarity and organization* was a significant reason for using AI. Some participants explained that they often felt stuck or unsure how to express their thoughts clearly, and AI tools helped simplify and clarify those ideas.

In summary, the main reasons students decided to use AI were to *overcome writing difficulties, save time, gain clarity, and enhance writing quality and efficiency*, particularly in the initial stages of developing their thesis. These motivations reflect a practical and strategic approach to using AI as a support tool in academic writing.

Then to the next question Researcher asked *:* "*Is there any influence from friends, lecturers, environment or institutions on your decision to use artificial intelligence"*

P1. "*Mostly from friends. Some of them shared how AI helped them during their thesis process, so I decided to try it too. There was no direct recommendation from lecturers or the institution."*

P2. "*Yes, my friends."*

P3. *"Yes. Some friends recommended it."*

P4. "*Yes, limited time and writing skills pushed me to use AI for support."*

P5. *"Yes, a lot of my friends use it too, so I kind of followed along. My lecturer didn't forbid it, as long as we don't just copy-paste."*

P6. "*There are influences from friends and the environment. Many lecturers also do not directly prohibit it, as long as it is used wisely."*

P7. "*Yes, many of my friends use AI, and some lecturers have even encouraged us to make use of this technology for academic writing."*

From the interview responses, it is evident that *social and academic environments significantly influenced students' decisions* to use Artificial Intelligence (AI) in writing their theses. The most dominant factor mentioned was *peer influence*. Many respondents shared that they started using AI because their *friends had positive experiences* with it and recommended its use. Seeing peers benefit from AI tools during the writing process encouraged them to explore and adopt the technology themselves. Some participants also noted that while *lecturers and institutions did not directly recommend AI*, they also did not prohibit its use — as long as it was applied ethically and not misused for plagiarism. *This*

neutral-to-supportive stance from educators gave students the confidence to integrate AI tools into their academic work.

In addition, a few respondents highlighted that *the academic environment*, such as time pressure and limited writing skills, contributed to their decision. In such contexts, AI served as a *strategic support system* for managing workloads and improving writing quality. In conclusion, *peer influence played a major role*, followed by the *permissive attitude of lecturers and the demands of the academic environment*, which collectively encouraged students to utilize AI as part of their thesis writing process.

Then to the next question Researcher asked *"In your opinion, how do personal limitations (such as time, writing ability, or understanding of the material) play a role in driving the use of AI?"*

P1. "*Personal limitations definitely play a role. When I felt stuck or under time pressure, AI helped me stay on track. It's not about taking shortcuts, but about getting support when I needed it most."*

P2. *"Yes. Limited time and skill writing."*

P3. *"Big role. AI helps overcome writing blocks and time pressure."*

P4. *"Yes, limited time and writing skills pushed me to use AI for support."*

P5. *"Totally! If I'm short on time or struggling to understand the material, AI becomes a lifesaver. It helps me grasp the topic or at least gives me a structure to start with."*

P6. *"Very influential. AI is a solution when you feel less confident in writing or when time is very limited."*

P7. *"Limited time and understanding of the material really play a big role. AI helps me deal with those challenges by providing quick and relevant information."*

Based on the participants' responses, it is clear that *personal limitations are a major factor* driving the use of Artificial Intelligence (AI) in thesis writing. Most respondents acknowledged that *time constraints, limited writing skills, and difficulty understanding the material* strongly influenced their decision to rely on AI tools. These tools were seen not as shortcuts, but as strategic aids that help manage academic pressures more effectively. Several students mentioned that when they experienced *writer's block* or *struggled to express their ideas clearly*, AI provided much-needed support by generating content ideas, clarifying concepts, or offering structural guidance. Others highlighted how AI helped them stay productive, especially during *tight deadlines*, by speeding up the writing process without sacrificing the quality of their work.

Moreover, for those who felt less confident in their academic writing or had trouble understanding complex materials, AI was viewed as a *reliable assistant* that could simplify explanations and offer foundational support for further development.

In conclusion, the interview findings indicate that *personal limitations such as lack of time, limited writing ability, and gaps in comprehension*

significantly contribute to the increasing use of AI. Students regard AI as a *valuable companion* that enables them to overcome obstacles and maintain progress in their thesis writing process.

Then to the next question Researcher asked *"Do you feel that trust in AI's capabilities (such as accuracy or intelligence) influences your decision to use it"*

P1. *"Yes, but with caution. I trusted AI to help me with language and structure, but I didn't fully rely on it for academic accuracy. I always reviewed and edited the content myself.*

P2. *Yes, trust in AI's capabilities, such as its accuracy and intelligence, significantly influences my decision to use it."*

P3. *"Yes, I trust it to give a strong starting point."*

P4. *"Definitely, trusting AI's abilities makes me more confident to use it."*

P5. "*Yes, I do trust AI to help, but not blindly. I still double-check and don't take everything at face value."*

P6. "*Yes, trust in AI's capabilities is very influential. But it must still be combined with personal judgment."*

P7. "*Definitely my trust in AI's abilities really affects my decision. If I feel the tool is reliable, I'm more likely to use it."*

The interview results indicate that *trust in AI's capabilities plays a significant role* in students' decisions to use AI tools during the thesis writing

process. Most participants affirmed that *their confidence in the accuracy, intelligence, and functionality of AI* strongly influenced their willingness to utilize it. Students generally believed that AI could support aspects such *as language improvement, idea development, and structural organization.*

However, this trust is *not absolute*. Many respondents emphasized that while they trust AI to provide a *useful starting point*, they remain cautious and responsible by *reviewing and verifying* the content before using it academically. This suggests a *balanced approach*, where AI is seen as a *complementary tool*, not a substitute for critical thinking or academic judgment.

Several participants noted that their trust in AI tools gave them the *confidence to engage more actively* in writing, especially when AI had previously provided satisfactory results. Yet, they also acknowledged the need to *cross-check information*, especially when accuracy and reliability are essential, such as in thesis writing.

In summary, trust in AI's intelligence and performance *significantly affects students' decisions to use it*, but it is always paired with a *conscious effort to maintain academic integrity* by verifying and refining AI-generated content.

Then to the next question Researcher asked *"Are there any campus policies or guidelines that influence your decision to use or not use AI"*

P1. "*As far as I know, there were no strict campus policies about AI use. But I tried to use it responsibly and made sure I didn't commit plagiarism or violate any academic integrity rules."*

P2. "*No existence of campus policies or guidelines regarding AI use would definitely influence my decision. If using AI is prohibited or restricted by campus rules, I would obviously refrain from using it."*

P3. "*No clear policy, but I used it wisely, not to plagiarize"*

P4. "*No strict policies, but some lecturers warn us to use AI responsibly."*

P5. "*As far as I know, there's no official policy. The most important thing is to be honest and avoid plagiarism."*

P6. "*There is currently no campus policy that explicitly prohibits or encourages it. So I use it independently and responsibly."*

P7. "*At my college, there's no policy that bans the use of AI in fact, there's encouragement to make use of technology in academic writing."*

Based on the responses gathered, it can be concluded that *most students perceive the absence of strict campus policies or official guidelines* regarding the use of Artificial Intelligence (AI) in academic writing. The majority of participants stated that *there is no formal regulation that explicitly prohibits or promotes the use of AI,* which has led them to make *independent and responsible decisions* in using such tools.

While some respondents mentioned that certain *lecturers advised students to use AI wisely and ethically,* others acknowledged that *no direct restrictions were imposed,* as long as students avoided plagiarism and maintained academic honesty. This reflects a *flexible and adaptive academic environment*, where the use of technology is not strictly regulated, but is still expected to align with the values of *academic integrity.*

Interestingly, one participant noted that their campus actually *encouraged the use of technology*, including AI, to support academic writing. On the other hand, another respondent suggested that *if formal restrictions existed*, those rules would significantly influence their decision not to use AI.

In conclusion, *the general absence of institutional policies* allows students to use AI tools based on personal judgment, with a shared understanding that such use must remain *ethical, non-plagiaristic, and aligned with academic values*.

In addition researcher give question about advice using AI for the future.

Researcher asked *"What advice do you have for other students who want to use AI in writing their thesis"*

P1. "*Use AI as a tool, not a replacement. Let it help you develop ideas and improve your writing, but make sure the final content still reflects your own understanding and effort."*

P2. "*Although u use AI please be the smartest than AI cause u have the control of the AI not AI control you."*

P3. *"Use it as a helper, not as the final writer. Always double-check.'*

P4. "*Use AI as a tool, not a replacement—always review and improve your own writing."*

P5. "*Go ahead and use it, but don't rely on it completely. Use it as a helper, not your main source. Make sure you still understand what you're writing about."*

P6. *"Use AI as a tool, not a replacement. Stay critical and ensure all information used is accountable."*

P7. "*I'd suggest trying out different AI tools and finding the one that fits your needs best. Don't hesitate to use the technology, but make sure to keep your writing original."*

The participants generally offered *thoughtful and responsible advice* for fellow students interested in using Artificial Intelligence (AI) as a support tool in thesis writing. A consistent message across all responses was the importance of *using AI as an assistant, not as a replacement for the student's own thinking and writing*. Students emphasized that while AI can help generate ideas, clarify structure, or improve grammar, the final content should always reflect the *writer's personal understanding and effort.*

Several respondents advised their peers to remain *critical and selective* when using AI. They warned against blindly trusting AI-generated content and encouraged future users to *always review, edit, and verify* the information before including it in academic work. One participant suggested that students should be

"smarter than AI" — maintaining control over the tool rather than becoming overly dependent on it.

Other advice included *exploring various AI tools* to find the most suitable ones, and ensuring that even with the assistance of technology, students still produce *original and accountable writing*. These recommendations reflect a healthy balance between *technological adoption and academic responsibility*.

In summary, the participants advocate for a *wise, ethical, and balanced use of AI* — where the technology is embraced for its advantages, but never used as a substitute for critical thinking, originality, and academic integrity.

Last question Researcher asked *"If you could give feedback to AI tool developers, what would you suggest"*

P1. *"I would suggest improving the accuracy of academic content and including more support for referencing or citation. It would also be great if AI tools could be more tailored to specific fields of study."*

P2. *"Please mention the source whenever u want to give the answer."*

P3. *"Improve citation accuracy and make it more academic-friendly."*

P4. *"Make AI better at understanding academic context and more accurate in references."*

P5. *"Maybe improve the accuracy of sources and add more academic-friendly features, like auto-citations or reference formatting."*

P6. *"So that AI can include traceable academic reference sources, and adapt the output to local academic language styles."*

P7. *"I hope developers can keep improving the accuracy and features of these tools, and make them more affordable for students."*

From the participants' responses, it is evident that students have *clear and constructive feedback* for the future development of Artificial Intelligence (AI) tools, particularly in the context of academic writing. The most frequently suggested improvement was the *accuracy and traceability of academic content*, especially regarding *citations and references*. Many students expressed a desire for AI tools to include *reliable sources*, provide *automated citations*, and ensure the information generated is *academically valid and contextually appropriate*.

Several respondents emphasized the importance of making AI more *academically friendly*, suggesting that the tools should be capable of understanding *academic writing standards*, such as proper citation styles (e.g., APA, MLA), formal tone, and subject-specific vocabulary. One participant also mentioned the need for AI to adapt to *local academic language norms*, indicating a desire for culturally and linguistically relevant outputs.

Another notable suggestion was to make AI tools more *accessible and affordable* for students, recognizing that not all learners have equal access to premium or subscription-based services. This feedback reflects students' hope that AI development continues in a direction that supports *educational equity* and enhances the quality of academic work for all.

In summary, students would like AI tool developers to focus on *increasing accuracy, integrating reliable citation systems, improving context sensitivity,* and ensuring that the tools are *tailored to academic needs and accessible for students*. These suggestions highlight a mature and thoughtful understanding of how AI should evolve to better serve learners in higher education. Overall, the use of AI in thesis writing is influenced by a combination of personal, social, and academic factors. Time constraints, writing difficulties, peer influence, and trust in AI's capabilities play a major role. Although institutional policies are mostly absent or permissive, students generally use AI responsibly and with consideration of academic standards.

B. Discussion

In this section, the researcher discussed the main findings of this research. In this research, the researcher used a questionnaire, interview and documentation instruments to find out the students perception of suing Artificial Intelligence as a writing assistant in writing thesis. The researcher combined the three instruments to strengthen the data of the research results. The results of this study show that perception of using Artificial Intelligence, types of Artificial their used and factor their influence of using Artificial Intelligence. This finding was supported by questionnaire data which indicated that most students found AI tools helpful in improving their writing, interview responses that revealed positive experiences and practical benefits, as well as

documentation and diagrams that illustrated students' frequent and purposeful use of various AI platforms throughout the thesis writing process.

1. Students' Perceptions of Using AI in Thesis Writing

Based on the findings of the questionnaire and interviews, it can be concluded that students generally have a positive perception of the use of Artificial Intelligence (AI) in the thesis writing process. The majority of respondents stated that AI is easy to use, efficient, and able to help in various stages of writing. This can be seen from the high percentage of students who agreed or strongly agreed with the statement that AI helps in terms of time efficiency, improving grammar quality, and organizing ideas. This finding is in line with the opinions of the interview participants who mentioned that AI is very useful for brainstorming, paraphrasing, and translation.

In terms of benefits, the students revealed that the use of AI is very helpful in speeding up the writing process, structuring writing, and simplifying complex ideas. In addition, tools such as ChatGPT and Grammarly were explicitly mentioned as technologies that supported the thinking process and tidied up grammar. Students also perceived improvements in vocabulary and sentence structure. In fact, some respondents emphasized that AI functions like a personal assistant that can be accessed at any time, including through mobile devices, which makes it very practical and flexible to use.

However, students also recognized challenges and limitations when using AI. One of the main challenges faced is the accuracy and relevance of the information provided by AI. One of the main challenges faced is the accuracy and relevance of the information provided by AI. Some respondents revealed that AI often provides answers that are too general, not appropriate to the academic context, or even less valid. In addition, some students mentioned technical limitations such as unstable internet connections or limitations on the use of certain AI features. Another concern raised was the potential dependency on AI, which could weaken the ability to think critically and write independently.

Regarding ethical aspects, students' perceptions tended to be divided. Some expressed concern that the use of AI could lead to violations of academic ethics, but others were neutral or disagreed with this notion. This shows that although AI is considered helpful, students still have the awareness to use the technology responsibly. The majority of respondents agreed that AI is only a tool, not a substitute for the human role in thinking and producing scientific work.

Finally, although AI is considered to have a positive impact on improving writing skills, students still emphasize the importance of active involvement in the writing process. They realized that AI can enrich vocabulary, improve sentence structure, and help with the flow of thought, but it should not be used as the only source in preparing a thesis. Thus, it

can be concluded that AI is perceived as an innovative and useful tool, but its use must still be accompanied by control, evaluation, and academic responsibility.

This aligns with Zawacki-Richter, who note that AI applications in education can enhance learning outcomes by offering personalized support, especially in writing tasks.[75] Additionally, students perceive AI as easy to use, accessible, and effective in improving writing quality and efficiency. Similar conclusions were drawn by Hari Kusmanto who found that students using AI-powered writing assistants demonstrated better writing performance and time management.[76] However, consistent with Firat, the current study also found concerns related to overreliance and the ethical risks of using AI, including fears about plagiarism and reduced originality. While AI is viewed as a valuable aid, students emphasize the importance of using it responsibly.[77] They are aware that AI cannot replace critical thinking and originality—this supports the argument made by Holmes, who emphasize that human judgment is essential to ensure AI outputs align with academic integrity.[78]

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[75] Olaf Zawacki-Richter and others, 'Systematic Review of Research on Artificial Intelligence Applications in Higher Education–Where Are the Educators?', *International Journal of Educational Technology in Higher Education*, 16.1 (2019), pp. 1–27.

[76] Hari Kusmanto and others, 'The Utilization of Artificial Intelligence in Scientific Writing Education', *Educative: Jurnal Ilmiah Pendidikan*, 3.1 (2025), pp. 35–48.

[77] Okan Bulut and others, 'The Rise of Artificial Intelligence in Educational Measurement: Opportunities and Ethical Challenges', *ArXiv Preprint ArXiv:2406.18900*, 2024.

[78] Wayne Holmes, Maya Bialik, and Charles Fadel, *Artificial Intelligence in Education Promises and Implications for Teaching and Learning* (Center for Curriculum Redesign, 2019).

2. Types of AI Tools Used by Students

The study revealed that the most frequently used tools were ChatGPT and Grammarly. ChatGPT was often utilized for idea development and structure planning, while Grammarly helped improve grammar and sentence clarity. Based on data obtained from questionnaires and interviews, students tend to use various types of artificial intelligence (AI) tools in the thesis writing process, with ChatGPT being the most dominant tool. A total of 11 out of 14 respondents (78.6%) stated that they use ChatGPT regularly. Furthermore, Grammarly and Mendeley/Zotero were used by 7 respondents (50.0%) each. Other tools such as DeepL Translator (35.7%), QuillBot (21.4%), Google Bard/Gemini (21.4%), and Perplexity AI (14.3%) were also mentioned, although with lower frequency. The findings show that students tend to combine several AI tools according to their writing needs, with ChatGPT being the most dominant due to its flexibility in generating content and assisting in language use.

The main reason for choosing these tools was dominated by practical factors. A total of 71.4% of respondents stated that they chose AI because it was easy to use, followed by 57.1% who considered anytime and anywhere accessibility as the main reason. In addition, AI tools were also chosen due to recommendations from friends or lecturers (42.9%), free or affordable (35.7%), and results that were considered quite accurate and acceptable (35.7%). Features that support academic writing were also a consideration

(28.6%), although only one student (7.1%) specifically mentioned using AI to help outline a paper.

The interview results reinforced the quantitative data. Most students mentioned using ChatGPT for brainstorming, developing ideas, paraphrasing, and getting quick answers that fit the academic context. Meanwhile, Grammarly is widely used to check grammar, punctuation, and clarify sentence structure. Some students also mentioned tools such as Paraphrase.io, Turnitin for plagiarism detection, and Blackbox AI, which are considered versatile tools to support the writing process. The combined use of these tools reflects that students tailor the AI selection to the specific needs in the writing stage of their thesis.

In follow-up interviews, when asked whether these AI tools met their academic writing needs, all participants responded positively. Students stated that the tools were very helpful in developing ideas, reorganizing sentences, improving flow, and improving grammar quality. Some respondents mentioned that AI was especially useful when experiencing writer's block or when needing quick references. However, despite the benefits, students still showed awareness of the importance of manual involvement in the writing process, especially to ensure academic standards are met. Some participants also emphasized that while AI can generate and enhance content, they still use academic journals and other sources.

Overall, students used AI tools such as ChatGPT and Grammarly predominantly for reasons of accessibility, ease of use, and practical functions in supporting various aspects of academic writing. The variety of tools used reflects that students tailor their choices to their individual needs, and although AI is very helpful, they still prioritize academic judgment and integrity in the thesis writing process.

These tools are consistent with what Rivera Barreto referred to as "AI-mediated learning supports," which provide real-time feedback and assistance for students at various stages of writing. Other tools mentioned include QuillBot (for paraphrasing), Turnitin (for plagiarism checking), and Blackbox AI.[79] The variety of tools used indicates that students adapt AI functions to suit their specific writing needs, reinforcing the notion that digital literacy plays a key role in effective AI usage.[80]

3. Factors Influencing the Use of AI in Thesis Writing

Based on the result research, There are several internal and external factors were identified as influencing students' decisions to use AI. Internally, students cited time constraints, limited writing proficiency, and lack of confidence as key motivators. These findings are supported by the Theory of Planned Behavior, which suggests that perceived behavioral control-such as feeling overwhelmed by thesis writing-can influence the

[79] Dilzhan, 'Teaching English and Artificial Intelligence: EFL Teachers' Perceptions and Use of ChatGPT'.

[80] Neil Selwyn, *Should Robots Replace Teachers?: AI and the Future of Education* (John Wiley & Sons, 2019).

decision to adopt supportive technology. Externally, peer influence and the academic environment also played a significant role. Many students were introduced to AI tools through friends or peers, and most reported that lecturers did not prohibit AI use as long as it was used ethically.[81]

Many students said they experienced writer's block or were unsure how to begin, and AI helped them get started by giving ideas and suggestions. Another strong reason was saving time. AI helped students work faster, especially when they were close to deadlines. Some students said AI helped them build the basic structure of their thesis during the early writing stages. Students also used AI to make their writing clearer and more organized. Some found it hard to express ideas clearly, and AI helped them improve the way they wrote their thoughts. This shows that AI is seen as a helpful tool for improving the quality and efficiency of writing, especially at the beginning of the thesis process.

Besides personal needs, influence from friends and the academic environment also played a role. Most students said they started using AI because their friends recommended it. Seeing others use AI successfully made them curious and motivated to try it. While lecturers and institutions did not directly suggest using AI, they also did not forbid it—as long as students used it properly and didn't copy content without thinking. This open attitude made students feel comfortable using AI tools. Academic

[81] I Ajzen, 'The Theory of Planned Behavior', *Organizational Behavior and Human Decision Processes*, 50.2 (1991), pp. 179–211.

pressure also made students turn to AI. Limited time, difficulty with writing, or lack of confidence led them to look for support. In this situation, AI was seen as a smart way to manage tasks and still produce good writing. It was not about taking shortcuts, but about using help to stay on track.

Lastly, many students said personal limitations like lack of time, poor writing skills, or difficulty understanding material influenced them to use AI. For example, some students said AI helped explain difficult topics in a simple way or gave structure to their ideas. Others said AI helped them stay focused and motivated, especially when they didn't feel confident about their own writing.

In conclusion, students use AI in thesis writing for many reasons such as to overcome writing problems, save time, improve clarity, and manage academic challenges. Friend recommendations, academic freedom, and personal struggles all combine to make AI a useful and trusted tool during the thesis process.

This aligns with the Social Learning Theory, which emphasizes that behaviors are shaped through observation and interaction with others. Despite the lack of strict institutional policy on AI usage, students expressed a high degree of self-regulation and ethical awareness.[82] This observation reflects findings from Dhilzan, who argued that the successful integration of

[82] Ajzen, 'The Theory of Planned Behavior'.

AI in academic contexts depends not only on access but also on the user's responsibility and understanding of its limitations.[83]

4. Challenges and Ethical Concerns

Although students appreciated AI's benefits, Nevertheless, students also acknowledged several challenges and limitations in using AI. A primary issue reported was the lack of accuracy and relevance in the information generated by AI tools. Some participants noted that the content provided was often too broad, not aligned with academic standards, or lacked validity. Additionally, students pointed out technical difficulties**,** such as poor internet connectivity and restrictions on certain AI features. Another concern raised was the risk of becoming overly dependent on AI, which might reduce their critical thinking skills and hinder the development of independent writing abilities.

Such concerns are echoed by Bouchrika, who warned about the cognitive risks of overreliance on AI and the diminishing capacity for original thought if not used critically. Moreover, ethical concerns, particularly around data privacy and plagiarism, were raised by some participants.[84] These concerns reflect the broader discourse in the literature, where scholars such as Floridi & Cowls stress the importance of

[83] Dilzhan, 'Teaching English and Artificial Intelligence: EFL Teachers' Perceptions and Use of ChatGPT'.

[84] Imed Bouchrika, 'What Is Educational Technology (EdTech) in 2024', *Education*, 2025.

transparency, accountability, and ethical frameworks in the use of AI in education.[85]

In sumary, the findings confirm that students generally hold a positive view of AI tools in thesis writing. These tools are valued for their ability to streamline the writing process, provide language support, and enhance productivity. Nevertheless, students remain aware of the importance of ethical usage and the need for academic integrity. The discussion confirms previous studies while offering unique insights into the perceptions and practices of EFL students in the Indonesian higher education context.

[85] Luciano Floridi and Josh Cowls, 'A Unified Framework of Five Principles for AI in Society', *Machine Learning and the City: Applications in Architecture and Urban Design* 2022, 2022, pp. 535–45.

BAB V

CONCLUSION AND SUGGESTION

This chapter contains a summary of the research results that have been examined by researchers and also recommendations for future researchers that can help future researchers to continue or develop further research in the same field.

A. Conclusion

This study investigated students' perceptions of using Artificial Intelligence (AI) as a writing assistant in thesis writing, focusing on the types of AI tools they use and the factors that influence their decision to use AI. Based on the data collected through questionnaires and interviews with English education students, several conclusions can be drawn:

First, students generally have a positive perception of using AI in academic writing. They view AI as a supportive tool that helps in various aspects of the writing process, including idea generation, grammar correction, paraphrasing, and improving writing flow. Students appreciate the time-saving and accessible nature of AI tools such as ChatGPT and Grammarly, which they find useful especially under academic pressure.

Second, the most commonly used AI tools include ChatGPT, Grammarly, QuillBot, and Turnitin. Students choose these tools based on their usability, functionality, and availability. Many use AI tools to assist in the early stages of writing, such as developing ideas and organizing content.

Third, the decision to use AI is influenced by several factors, both internal and external. Personal limitations, such as time constraints, writing difficulties, and lack of confidence, drive students to seek AI support. Peer influence, accessibility, and the permissive stance of academic institutions also contribute to their choice. While most students are aware of the ethical risks, they demonstrate responsible usage by reviewing and editing AI-generated content.

In conclusion, AI is seen as a complementary tool rather than a replacement for student thinking. Students acknowledge its benefits, but also recognize the importance of maintaining academic integrity, originality, and critical thinking in the writing process.

B. Suggestion

Based on the findings and conclusions, several suggestions are proposed:

1. For Students

Students should continue to use AI tools responsibly and critically. AI can support the writing process, but students must ensure that the final

work reflects their own ideas and understanding. Overdependence should be avoided to maintain academic growth and skill development.

2. For Lecturers and Academic Institutions

Institutions should provide clear guidelines on the ethical use of AI in academic writing. Workshops or seminars on AI literacy could help students understand how to use these tools effectively without violating academic integrity.

3. For AI Developers

Developers should consider integrating academic-specific features, such as citation formatting, source verification, and discipline-specific content customization. Making AI tools more affordable and accessible for students would also enhance their usability in educational contexts.

4. Next Researchers

Future studies could explore AI usage across different fields of study or examine the long-term impact of AI on students' writing skills. Comparative research between AI-assisted and non-AI-assisted academic writing may also provide deeper insights.