

Artificial Intelligence Powered Writing Tools as Adaptable Aids for Academic Writing: Insight from EFL College Learners in Writing Final Project



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ABSTRACT: This research investigates the viewpoint of English as a Foreign Language (EFL) students about using Artificial Intelligence (AI) as writing aids for their culminating project. This study utilized a convenience sampling method to recruit 50 8th-semester students from public and private colleges in North Sumatra, Indonesia, who were completing their final assignments. Data was collected using open-ended questionnaires and interview approaches, while data analysis was performed using SPSS version 29.0. The results indicate that students favor the utilization of Artificial Intelligence in the composition of their culminating assignment. Despite the scarcity of Artificial Intelligence, it does not diminish their favorable perspective on the necessity of employing Artificial Intelligence as a writing aid. Students' positive perception of utilizing Artificial Intelligence in composing their final assignments influences the efficacy and caliber of their written work. Hence, the favorable viewpoint expressed by students regarding the utilization of Artificial Intelligence underscores the numerous benefits these writing tools offer in the completion of their final projects.

KEYWORDS: Artificial intelligence, writing tools, perspective,

I. INTRODUCTION

The essence of writing is one of the most challenging components of English language ability, particularly in an EFL environment (Anam, 2021). It is caused by the fact that procedural processes and complicated parts must be used to generate a quality piece of writing. Writing becomes highly difficult for teachers to educate students using proper strategies and for students to build their writing competencies (Syam, 2020; Noor, 2016). Furthermore, a requirement to pass the writing topic is more than a one-day procedure; they require many tries to develop their writing talents (Styati & Irawati, 2020). Aside from that, writing is one of the most formidable talents for students to master, even if there is often a dismissive attitude toward the necessity of writing skills for students (Jabali, 2018).

Writing is commonly regarded as a multifaceted undertaking encompassing cognitive, emotional, and social mechanisms (Chang et al., 2021). Students' incapacity to effectively articulate their ideas in written form is a significant issue that can impact the educational process (Kovach et al., 2012). Demonstrating simultaneous control over multiple variables is a challenging task for most students. At the level of individual sentences, these encompass the regulation of content, arrangement, syntax, lexicon, grammar, orthography, and calligraphy. Lichtinger (2018) states that practical writing goes beyond constructing individual sentences. It necessitates arranging and consolidating information into cohesive and well-structured paragraphs and texts. According to Wen and Walters (2022), using a teaching approach that does not involve performances generated by the students themselves may not effectively foster students' motivation to engage in writing. Based on this, students made mistakes in completing their final project, such as plagiarism and mistakes in using grammar. Plagiarism in writing is still a hot topic, and its existence is detrimental to other writers whose work is copied without acknowledgement. In this scenario, instructors and researchers identify plagiarism in students' papers (Choi, 2012). Various scholars are concerned about plagiarism, as most students utilize copying as a primary tactic in writing texts in various contexts of writing classes (Fazilatfar et al., 2018). Many students in another research context discovered that teachers' most difficult challenge when teaching writing is that most pupils plagiarize

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word for word (Hayuningrum, 2021). As a result, professors must also work hard to ensure that their students do not commit plagiarism (Choi, 2012).

Furthermore, not only is there a problem with plagiarism, a widespread issue in recent years, but students' difficulties with paraphrasing must also be addressed. Much research has shown that EFL students encounter difficulties paraphrasing their writing assignments (Frodesen, 2007; Sun, 2009; Akbar, 2020). It is particularly challenging for them to articulate how to perform a decent paraphrase of text (Choy & Lee, 2012). Students have limitations in terms of word choice (Derakhshan & Shirejini, 2020), grammatical terms when paraphrasing (Mataram, 2021), abilities to modify sentence structures, and discovering academic terminology and synonyms (Choy & Lee, 2012; Na et al., 2017). Aside from that, knowing how to paraphrase reading material is advantageous.

Thus, the use of online tools may benefit students. However, in a study conducted by Choi (2012), teacher-led and web-based paraphrasing strategies were beneficial and positively affected student awareness and paraphrasing performance. Specifically, in this study, to reveal Technology-Enhanced Language Learning, an online paraphrasing tool, namely Quillbot and Grammarly, is used as a Technology-Enhanced Paraphrasing Tool (TEPT) to make it easier for students to paraphrase because it is one of the valuable online applications that work for paraphrasing, avoiding plagiarism, smoothing sentences, and accommodate proper grammar (Fitria, 2021). Research on the use of Artificial Intelligence has been carried out a lot.

However, how they think about AI has yet to be revealed. This study also included the use of AI and how they felt about the AI Powered Writing Tools used by EFL students in completing their final project. Grammarly and Quillbot are two examples of technology tools that can make it easier for students and academics to produce high-quality writing. Grammarly Premium is an autocorrection system that can identify errors related to 250 grammar rules (Grammarly Inc., 2017). Quillbot offers a product that uses artificial intelligence (AI) to suggest paraphrases (Dale, 2020).

II. LITERATURE REVIEW

The terminology of artificial intelligence (AI) in 1956 was "the science and engineering of creating intelligent machines" (McCarthy, 2007). Artificial intelligence (AI) is the science and engineering of creating intelligent computers that tackle many types of issues using natural language processing, neural networks, and machine learning (Mondal, 2020). It is changing every aspect of life, including medicine, psychology, research, and general politics (Xu et al., 2021). Through intelligent agent systems, chatbots, and recommendation systems, AI can assist teachers in predicting students' learning status and performance, recommending learning resources, and automating assessments to improve students' learning experience (Liang et al., 2021; Mousavinasab et al., 2021; Zheng et al., 2021).

Artificial intelligence (AI) applications in education are growing in popularity and have gotten much attention in recent years. AI and adaptive learning technologies are prominently included in the 2018 Horizon report (Educause, 2018) as essential advancements in educational technology, with 2 or 3 years to implement. According to the survey, experts expect AI in education to expand by 43% between 2018 and 2022. However, the Horizon Survey 2019 Higher Education Edition (Educause, 2019) expects AI applications connected to teaching and learning will develop even faster. According to Contact North, a prominent Canadian non-profit online learning society, "There is little doubt that [AI] technology is inextricably linked to the future of education." (Contact North, 2018).

Experts distinguish between low and efficient AI (Russel & Norvig, 2010) and narrow and general AI (Baker & Smith, 2019). The philosophical topic of whether computers will be able to think or acquire consciousness in the future, rather than merely imitating thinking and displaying logical behavior, still needs to be answered. Such powerful or widespread AI is unlikely to arise shortly. We are thus dealing with GOF AI ("good old-fashioned AI," a phrase created by philosopher John Haugeland in 1985) in higher education in the sense of intelligent agents and information systems. Given this knowledge of AI, what are the prospective topics for AI applications in education, notably higher education? Luckin, Holmes, Griffiths, and Forcier (2016) identify three types of AI software programs in education that are now available: Personal instructors, intelligent collaborative learning support, and intelligent virtual reality.

Baker and Smith (2019) address educational AI technologies from three viewpoints in their latest report: a) learner-facing, b) teacher-facing, and c) system-facing AIED. Learner-facing AI tools, often known as adaptive or personalized learning management systems or ITS, are software students use to study a topic. Teacher-facing technologies assist teachers and minimize their effort by automating administrative, assessment, feedback, and plagiarism detection functions. AIED systems also provide insight into students' learning progress, allowing teachers to offer proactive help and advice when needed. System-facing AIED is the solution

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that gives institutional-level information to administrators and managers, such as monitoring attrition rates across faculties or colleges.

III. RESEARCH METHODS

A. Research Design

Researchers used a mixed method, namely quantitative and qualitative methods. According to Creswell (2008, p.6), quantitative research is a form of educational research wherein the researcher selects the subject of study, poses a precise and limited inquiry, gathers measurable data from participants, applies statistical analysis to these figures, and conducts the investigation impartially and objectively. Qualitative methods commonly include individual and focus group interviews, participant observation, ethnography, and several other approaches Hamilton (2019). Quantitative methods are used to obtain data using an open-ended questionnaire distributed to EFLS students already conducting research as one requirement for completing their study. The data obtained through this open-ended questionnaire will be analyzed using SPSS. Meanwhile, the qualitative method will be used through interviews with EFL Students regarding using Artificial Intelligence in completing their final assignment. This interview was conducted to strengthen the data obtained from an open-ended questionnaire.

B. Research Instruments

There are 50 EFL students currently enrolled in state and private universities in Medan, Sumatera Utara. These students have satisfied the necessary prerequisites to commence their final project and are currently completing it as a graduation requirement. Before the court hearing, it is necessary to draft the final project outlining the applicable terms and conditions. The individual has utilized Artificial Intelligence-based resources to aid in completing their culminating assignment. Therefore, it is warranted to conduct a study to find out their perspectives regarding applying of Artificial Intelligence.

C. Source of Data

Open-ended questionnaires are utilized to gather information regarding EFL students' perceptions of utilizing Artificial Intelligence as a tool to complete their final project. The survey instrument will be created utilizing the Google Form platform. Subsequently, it will be disseminated among the student body. A Google Form questionnaire was designed to facilitate subject participation by accommodating potential time constraints that may impede their ability to complete the survey. The utilization of online open-ended questionnaires facilitates data collection and enhances subject participation in research.

On the other hand, interviews are utilized to acquire information that can augment the data gathered through open-ended questionnaires. The present inquiry will entail a direct interview with the participant, wherein a series of inquiries will be posed concerning the utilization of Artificial Intelligence in accomplishing the ultimate undertaking. The findings derived from the interview above will enhance the data gathered after the administration of the open-ended questionnaires.

D. Data Analysis

The statistical analysis of the quantitative data gathered from the questionnaire will be conducted using SPSS 29.0 software. According to Ismail (2011), the SPSS software generates various forms of descriptive statistics and analysis of variance (ANOVA) or independent sample t-test based on quantitative data obtained through questionnaires. The data collected from participants who completed the survey will be quantified using a 5-point Likert scale. A score of 5 is assigned if the participant responds highly proficiently. The qualitative data obtained from interviews will be analyzed using (Miles, 2014) theoretical framework, which outlines a three-stage process for data analysis. These stages include data condensation, display, and conclusion drawing/verification.

Data Condensation This pertains to the process of choosing, concentrating, streamlining, extracting, and modifying the data included in the entirety of the corpus of written field notes, interview transcripts, papers, and other empirical materials. The researchers direct their attention towards the data to examine the utilization of Artificial Intelligence by students in completing their final project. **Data Display** Following the process of data condensation, the subsequent step undertaken by the researcher is the presentation and categorization of the data into tabular form, accompanied by the assignment of appropriate markers denoting the specific Artificial Intelligence category employed for determining the quantity and nature of the data. **Conclusion Drawing/verification** In the final phase, the researcher will conclude and validate the acquired data to comprehensively characterize and elucidate the dataset. In order to enhance the visibility and comprehensibility of the data and findings presented in this study, appropriate measures will be taken.

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IV. RESULTS AND DISCUSSION

A. Results

Fifty individuals completed a survey that was filled out using Google Forms. This study utilizes data obtained from a sample of 50 English as a Foreign Language (EFL) students who are currently enrolled in both public and private colleges located in Medan, Sumatera Utara. The students above have successfully met the prerequisites to commence their final project and are presently fulfilling it as a mandatory component for graduation.

The survey comprises 15 indicator statements that encompass many aspects, such as the effectiveness of the tool component in composing final assignments, the advantages and disadvantages of the application, and the students' levels of interest and motivation. Based on the reliability test results, the value of Cronbach's alpha is more significant than 0.784, as shown in Table 1, which offers the reliability of the questionnaire. While closed questions were analyzed using SPSS version 29.0.

RELIABILITY OF QUESTIONNAIRE ITEMS

Reliability Statistics	
Cronbach's Alpha	N of Items
.784	15

On the questionnaire sheet, the researcher used a Likert scale from Podsden (1997) to measure the attitude of lecturers, where all questions have several choices, such as strongly agree (SA), agree (A), undecided (U), and disagree (D), or strongly disagree (SD). Point values for positive statements: SA = 5, A = 4, U = 3, D = 2, and SD = 1. For negative statements, the scale is scored inversely. The statements in the questionnaire include the components of an effective tool for writing the final project (Items No. 1, 2, 3, 5), the advantages of Artificial Intelligence (Items No. 6, 7, 8, 10), the disadvantages of Artificial Intelligence (Items No. 11, 12, 13), Student Interests (Item No. 4), and Student Motivation (Items No. 9, 14, 15). The data from the questionnaire is converted into percentages, as presented below.

STUDENT RESPONSES TO THE USE OF AI

No.	Statements	SD		D		N		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Quillbot and Grammarly are very easy to access and use anywhere and anytime.	1	2	1	2	1	2	22	44	24	50	50	100
2	The features contained in AI are very easy for students to understand.	-	-	-	-	9	18	26	52	15	30	50	100
3	The features contained in AI are very suitable for the needs of students in writing the final project.	-	-	1	2	3	6	28	56	18	36	50	100
4	I am very interested in using this AI, which will help me to complete my final project faster.	-	-	-	-	5	10	22	44	23	46	50	100
5	The use of AI makes me more comfortable in doing my final project.	-	-	-	-	5	10	29	58	16	32	50	100
6	Quillbot and Grammarly help me to produce better writing.	-	-	-	-	2	4	22	44	26	52	50	100
7	The AI helps me paraphrase and choose the right grammar.	-	-	-	-	2	4	27	54	21	42	50	100
8	I am more active in completing my final assignment due to the use of AI.	-	-	2	4	8	16	27	54	13	26	50	100
9	The use of AI will improve my writing skills.	-	-	1	2	10	20	24	48	15	30	50	100
10	I know a lot of vocabulary and mastered proper grammar while using the AI.	-	-	-	-	11	22	26	52	13	26	50	100
11	The use of AI disturbed my concentration in writing my final project.	8	16	21	42	7	14	11	22	3	6	50	100
12	I am worried that AI will further intrude on my privacy.	3	6	17	34	14	28	13	26	3	6	50	100
13	I am worried about cyber security (Hacking and password protection)	2	4	13	26	10	20	20	40	5	10	50	100

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14	Using AI motivates me to improve the quality of my writing and write other works	-	-	-	-	6	12	32	64	12	24	50	100
15	I wish peoples use AI (Quillbot and Grammarly) as writing tools to complete their writing.	-	-	1	2	8	16	16	32	25	50	50	100

The findings indicate that, overall, most participants have a favorable opinion towards utilizing Artificial Intelligence as a writing tool for their final project. The values span a range of 2.60 at the lower end to 4.48 at the upper back, with a standard deviation (SD) ranging from 0.567 to 1.178. Concerning attitude, the mean score for the effectiveness aspect of utilizing Artificial Intelligence is 16.98, whereas the mean score for the benefits of employing Artificial Intelligence is 16.92. Conversely, the mean score for the drawback of using Artificial Intelligence is 8.78. Student interest in utilizing Artificial Intelligence is reported to be 4.36, while their motivation in using Artificial Intelligence is 8.36. The data is presented in Table 4.

DESCRIPTIVE STATISTICS FOR QUESTIONNAIRE ITEMS

No.	Statements	N	Mean	Std. Deviation
1	Quillbot and Grammarly are very easy to access and use anywhere and anytime.	50	4.38	.805
2	The features contained in AI are very easy for students to understand.	50	4.12	.689
3	The features contained in AI are very suitable for the needs of students in writing the final project.	50	4.26	.664
4	I am very interested in using this AI, which will help me to complete my final project faster.	50	4.36	.663
5	The use of AI makes me more comfortable in doing my final project.	50	4.22	.616
6	Quillbot and Grammarly help me to produce better writing.	50	4.48	.580
7	The AI helps me paraphrase and choose the right grammar.	50	4.38	.567
8	I am more active in completing my final assignment due to the use of AI.	50	4.02	.769
9	The use of AI will improve my writing skills.	50	4.06	.767
10	I know a lot of vocabulary and mastered proper grammar while using the AI.	50	4.04	.699
11	The use of AI disturbed my concentration in writing my final project.	50	2.60	1.178
12	I am worried that AI will further intrude on my privacy.	50	2.92	1.047
13	I am worried about cyber security (Hacking and password protection)	50	3.26	1.084
14	Using AI motivates me to improve the quality of my writing and write other works	50	4.12	.594
15	I wish peoples use AI (Quillbot and Grammarly) as writing tools to complete their writing.	50	4.30	.814
	Valid N (listwise)	50		

1. The Effectiveness of Using Artificial Intelligence as Writing Tools

THE EFFECTIVENESS OF USING AI

No.	Statements	SD		D		N		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Quillbot and Grammarly are very easy to access and use anywhere and anytime.	1	2	1	2	1	2	22	44	24	50	50	100
2	The features contained in AI are very easy for students to understand.	-	-	-	-	9	18	26	52	15	30	50	100
3	The features contained in AI are very suitable for the needs of students in writing the final project.	-	-	1	2	3	6	28	56	18	36	50	100
5	The use of AI makes me more comfortable in doing my final project.	-	-	-	-	5	10	29	58	16	32	50	100

Based on the data presented, participants generally concur on the high effectiveness of utilizing Artificial Intelligence as a writing tool to compose the final project. Based on the available data, it was determined that the maximum value observed in the initial statement was 50%, exhibiting a significant level of agreement among the findings. Similarly, in the second statement, the highest value recorded was 52%, indicating agreement among the results. The third statement, which obtained the most significant score

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of 56%, exhibited agreement among the results. Similarly, the fifth statement, which had the highest value of 58%, also demonstrated understanding among the results. According to the data acquired, using Artificial Intelligence has enhanced students' effectiveness in completing their final tasks.

Meanwhile, the data derived from the interviews indicates that the use of Artificial Intelligence in composing the ultimate project is highly effective, as evidenced by the outcomes of the discussions performed with students. The students explained that using Quillbot and Grammarly significantly aided them in composing their final project. Using these writing instruments greatly enhanced the effectiveness and practicality of their final project completion.

The interview results were evaluated by ten respondents who provided their own opinions. Based on the collected data, it was found that all participants unanimously indicated that the utilization of Artificial Intelligence in composing their final project yielded greater effectiveness. Several elements are evident, such as consideration of phrases and adherence to proper grammar.

2. The advantages of using Artificial Intelligence as writing tools

THE ADVANTAGES USING AI

No.	Statements	SD		D		N		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
6	Quillbot and Grammarly help me to produce better writing.	-	-	-	-	2	4	22	44	26	52	50	100
7	The AI helps me paraphrase and choose the right grammar.	-	-	-	-	2	4	27	54	21	42	50	100
8	I am more active in completing my final assignment due to the use of AI.	-	-	2	4	8	16	27	54	13	26	50	100
10	I know a lot of vocabulary and mastered proper grammar while using the AI.	-	-	-	-	11	22	26	52	13	26	50	100

Based on the data above, utilizing Artificial Intelligence in completing the final assignment presents several advantages. The percentage of data gathered from respondents reveals a discernible pattern. The statement ranked sixth obtained a score of 52%, while the seventh and eighth statements received a score of 54%. The tenth statement also achieved a score of 52%, placing it among the highest-ranking statements. Each number signifies the respondents' concurrence with the benefits of utilizing Artificial Intelligence as a writing tool to complete the final project.

On the other hand, data generated from student interviews shows that using Quillbot and Grammarly has various advantages. Students revealed that Quillbot and Grammarly made it easy to paraphrase a sentence and get new vocabulary that anyone else had never used. In addition, they can also determine the correct grammar without fear of being wrong by using Artificial Intelligence.

A total of ten participants indicated that the utilization of Artificial Intelligence as a writing tool to complete the final project offers a multitude of benefits. The interview participants, students in their eighth semester, explained their utilization of Quillbot and Grammarly. These two artificial intelligence systems approximate and ascertain accurate grammatical structures.

3. The Interests of Using Artificial Intelligence as Writing Tools

THE INTERESTS OF USING AI

No.	Statements	SD		D		N		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
4	I am very interested in using this AI, which will help me to complete my final project faster.	-	-	-	-	5	10	22	44	23	46	50	100

These data show student interest in using Artificial Intelligence is very high. The highest score in the data is 46%, the highest answer for Strongly Agree. This proves that students are very interested in using Artificial Intelligence in completing their final assignment.

Based on the data collected from the results of the interviews. The students expressed a high level of interest in utilizing Artificial Intelligence. The students provide a strong interest in using artificial intelligence (AI) due to its advantageous attributes in facilitating the composition of their culminating academic tasks. These attributes include the ability to rephrase content effectively, the availability of user-friendly programs, and the capacity to ascertain grammatical accuracy. Ten respondents answered this question by producing that students were very interested in using Artificial Intelligence to help them complete their final project.

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4. The Students Motivation of Using Artificial Intelligence as Writing Tools

THE STUDENTS MOTIVATION OF USING AI

No.	Statements	SD		D		N		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
9	The use of AI will improve my writing skills.	-	-	1	2	10	20	24	48	15	30	50	100
14	Using AI motivates me to improve the quality of my writing and write other works	-	-	-	-	6	12	32	64	12	24	50	100
15	I wish peoples use AI (Quillbot and Grammarly) as writing tools to complete their writing.	-	-	1	2	8	16	16	32	25	50	50	100

Based on the available data, using Artificial Intelligence as a tool for composing the final assignment motivates students, prompting them to complete the final project promptly. The statement with the highest score is statement number nine, which received a score of 48%. Statement number 14 obtained a score of 64%, while statement number 15 received a score of 50%. According to this, Artificial Intelligence catalyzes enhancing students' writing skills and elevating the overall caliber of their final project compositions.

Referring the results derived from interviews, it has been seen that students exhibit a significant level of motivation when utilizing Quillbot and Grammarly. The students expressed a high level of motivation to expedite the completion of the final assignment due to the assistance provided by this AI system, which facilitated paraphrasing, grammar correction, and overall enhancement of their work.

A total of ten participants responded to the inquiries posed during the interview. Based on the provided data, it can be observed that all participants responded affirmatively, indicating that the utilization of Artificial Intelligence served as a significant source of motivation for their final project composition. According to the respondents, using AI facilitated the process of paraphrasing and accurately determining grammatical correctness, hence contributing to the production of high-quality work.

5. The Disadvantages of Using Artificial Intelligence as Writing Tools

THE DISADVANTAGES USING AI

No.	Statements	SD		D		N		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
11	The use of AI disturbed my concentration in writing my final project.	8	16	21	42	7	14	11	22	3	6	50	100
12	I am worried that AI will further intrude on my privacy.	3	6	17	34	14	28	13	26	3	6	50	100
13	I am worried about cyber security (Hacking and password protection)	2	4	13	26	10	20	20	40	5	10	50	100

Based on the data above, using Artificial Intelligence has a few disadvantages. The biggest problem needing to improve using Artificial Intelligence concerns account security. Besides that, the shortcomings possessed by Artificial Intelligence are not that significant. The eleventh statement, with the highest score of 42%, disagrees. The twelfth statement, with the highest score of 34%, disagreed with the statement submitted. Meanwhile, the thirteenth statement, with the highest score of 40%, agreed with one of the shortcomings of Artificial Intelligence regarding cyber security. Based on these three statements, using Artificial Intelligence has a few disadvantages.

In addition, the data derived from the interview findings indicate that students express concern about utilizing Artificial Intelligence. The students disclosed that they exercise caution in maintaining cyber security when using Quillbot and Grammarly. The utilization of these writing tools raises concerns among pupils. The weakness of online-based tools lies in their susceptibility to cyber security threats.

B. Discussion

The initial setting examined in this study pertains to the effectiveness of employing Artificial Intelligence as a writing instrument for the composition of the final project. The results indicate a favorable disposition toward the effectiveness of utilizing Artificial Intelligence as a writing aid. The utilization of Artificial Intelligence leads to increased accessibility and points in numerous

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assignments (Liu, 2018). Furthermore, online paraphrasing tools and the accurate application of grammar have been shown to substantially impact students' writing output (Choi, 2012; Fitriya, 2021). The utilization of Quillbot and Grammarly, which are Artificial Intelligence tools, facilitates paraphrasing and ensures grammatical accuracy for students. It increases the final project's effectiveness (Anam, 2021).

Based on the study's results, it was determined that students provided substantial responses regarding the various advantages of utilizing Artificial Intelligence in completing their final assignments. Using Quillbot as a paraphrasing tool significantly aids students in formulating sentences for inclusion in their final project. Quillbot is a paraphrasing tool that is commercially accessible and utilizes sophisticated artificial intelligence technology to rephrase various forms of textual information (Class, 2020). The Quillbot paraphrasing tool modifies our statements to suit different contexts (Yadav, 2021). The aptitude to rephrase a sentence while preserving its intended significance has been exhibited. (Bin & Michael, 2019).

Meanwhile, Grammarly helps students determine the correct grammar in writing the final project, and Grammarly can even detect plagiarism in a sentence. Grammarly is a software tool for error detection and plagiarism detection (Gitsaki and Coombe (2016, p. 227). Using Grammarly results in good writing because these tools help students determine and improve vocabulary and grammar and even include the correct citations according to the style used. After the content is uploaded to the Grammarly cloud, the software will undergo analysis through various algorithms, enabling the identification of a wide range of grammatical and style faults (Carter & Laurs, 2017). Grammarly is widely recognized as one of the most accurate grammar checkers globally (Lorna Marie (2018, p. 119).

The study's findings indicate a significant level of student enthusiasm for the utilization of Artificial Intelligence. Quillbot and Grammarly, two Artificial Intelligence (AI) writing tools, have garnered significant student interest due to their interrelated nature. This finding is substantiated by a study conducted by (Nye, 2016), which demonstrates that AI systems can focus on particular objectives by leveraging extensively specialized research. Simultaneously, these systems keep their versatility by connecting with other systems within the ecosystem. Artificial Intelligence holds considerable appeal for students due to its inherent fascination and potential applications. In addition to facilitating sentence construction and grammatical accuracy, these artificial intelligences are interconnected.

The advantages inherent in Quillbot and Grammarly serve as a source of motivation for students to finish their final project successfully. This observation is corroborated by prior studies indicating that students exhibit motivation to engage in writing tasks facilitated by technology (Anam, 2021). Students generally exhibit a favorable disposition and embrace technology to enhance their foreign language (FL) abilities, particularly in writing proficiency (Sun's, 2007). The research findings of this study are further corroborated by additional studies, which highlight that the use of technology in foreign language (FL) education, particularly in the context of writing instruction, has been found to enhance student motivation (Meysarah, 2018).

On the other hand, the research findings about the disadvantages of utilizing Artificial Intelligence exhibit limited magnitude. Students' primary area of interest regarding Artificial Intelligence pertains solely to cyber security. The present utilization of technology exposes individuals to potential security vulnerabilities. One of the primary concerns about this technology is the potential for the misuse of user data (Morteza, 2023). The act of phishing, which involves the unauthorized acquisition of sensitive data from users of online technology, poses a significant threat to these individuals (Aleroud & Zhou, 2017). Nevertheless, government application owners and other security forces had foreseen this occurrence. Despite the tremendous efforts made by various stakeholders, such as industry, government, and academia, cybersecurity threats remain pervasive (Morteza, 2023).

V. CONCLUSION

This research investigates students' perspectives in their eighth semester completing their final project, focusing on utilizing Quillbot and Grammarly in the composition of such a project. The results indicate that students exhibit a favorable and optimistic disposition towards utilizing Quillbot and Grammarly as a writing tool for their final project. The utilization of Quillbot and Grammarly in the writing process elicits favorable feelings among students, manifesting as increased motivation, enhanced effectiveness, identification of advantages and disadvantages, and a heightened interest in employing artificial intelligence (AI) to generate high-quality written work (Anam, 2021). Perception can be examined from multiple perspectives, including the effectiveness of employing Artificial Intelligence, the advantages and disadvantages associated with its use, and the level of interest and motivation exhibited by students when utilizing Quillbot and Grammarly.

The utilization of Quillbot and Grammarly in academic settings has been found to enhance students' effectiveness in writing tasks significantly. By employing AI-powered writing tools, students can effectively analyze and ascertain appropriate grammatical structures, considerably reducing the time required to complete their final projects. When considering the advantages and

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disadvantages, students exhibit a more favorable disposition towards utilizing Artificial Intelligence than the disadvantages of these writing tools. Regarding interest and motivation, students are strongly inclined towards utilizing Artificial Intelligence, as it becomes highly advantageous in completing their final project. In addition, students have increased motivation to complete their final tasks expeditiously through writing tools that aid in sentence construction and grammatical accuracy.

Nevertheless, concerning cyber security, students continue to express concerns over safeguarding their data when utilizing Artificial Intelligence. However, it is essential to note that this study solely examines the perception of utilizing Artificial Intelligence as a writing aid and relies exclusively on data gathered through a questionnaire. So, it is recommended to do an additional study that thoroughly examines the literature generated by Artificial Intelligence to obtain a more comprehensive understanding of its quality.

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