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STUDENTS' PERCEPTIONS OF USING ARTIFICIAL INTELLIGENCE TECHNOLOGY IN ACADEMIC WRITING AT AN ISLAMIC UNIVERSITY IN PEKANBARU



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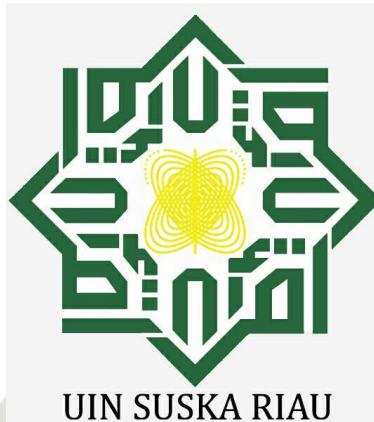
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Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

DEPARTMENT OF ENGLISH EDUCATION
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Certify that this skripsi entitled "**Students' Perceptions of Using Artificial Intelligence Technology in Academic Writing at an Islamic University in Pekanbaru**" is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others' opinion findings include in this skripsi are quoted in accordance with ethical standards.

Pekanbaru,
May 15th, 2025



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Thesis entitled “*Students’ Perceptions of Using Artificial Intelligence Technology in Academic Writing at an Islamic University in Pekanbaru*” by Euis Rahmawati, SIN. 12110421851. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim

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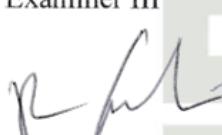
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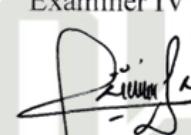
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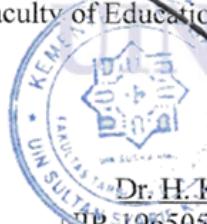

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Finally, the researcher realize that this thesis is still far from perfection.

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ABSTRACT

Euis Rahmawati, (2025): Student Perceptions of Using Artificial Intelligence Technology in Academic Writing at an Islamic University in Pekanbaru

This quantitative research aims to measure the perception of students at a State Islamic University in Pekanbaru towards the use of artificial intelligence technology in academic writing. Data were collected by a structured questionnaire that was distributed to 71 English Education students in the 4th year who were working on their thesis. The questionnaire was designed to find out their perceptions of usability, ease of use and attitudes towards the use of AI in the context of writing academic assignments. The collected data were statistically analyzed using descriptive statistical techniques. The results of this study show that students have a positive perception of the use of artificial intelligence (AI) in their academic writing. This can be seen from their average score of 3.99 or 95.77% of students who responded positively to the integration of AI in academic writing, thus providing an empirical basis for the development of relevant policies and practices in utilizing AI to improve the quality of learning and writing in the Islamic university environment.

ABSTRAK

Euis Rahmawati, (2025): Persepsi Mahasiswa Menggunakan Teknologi Kecerdasan Buatan dalam Penulisan Akademik di Universitas Islam di Pekanbaru

Penelitian kuantitatif ini bertujuan untuk mengukur persepsi mahasiswa di sebuah Universitas Islam Negri di Pekanbaru terhadap penggunaan teknologi kecerdasan buatan (*Artificial intelligence*) dalam penulisan akademik. Data dikumpulkan dengan kuesioner terstruktur yang disebarluaskan kepada 71 mahasiswa Pendidikan Bahasa Inggris di tahun ke 4 yang sedang mengerjakan skripsi. Kuesioner dirancang untuk mengetahui persepsi mereka dari aspek kegunaan, kemudahan penggunaan dan sikap terhadap penggunaan *AI* dalam konteks penulisan tugas akademik. Data yang terkumpul dianalisis secara statistik menggunakan teknik statistik deskriptif. Hasil dari penelitian ini menunjukkan bahwa mahasiswa memiliki persepsi yang positif terhadap penggunaan kecerdasan buatan (*AI*) dalam penulisan akademik mereka. Hal ini dapat dilihat dari skor rata-rata mereka yang mencapai 3,99 atau 95,77 % dari mahasiswa memberikan respon positive terhadap integrasi *AI* dalam penulisan akademik, sehingga memberikan landasan empiris bagi pengembangan kebijakan dan praktik yang relevan dalam memanfaatkan *AI* untuk meningkatkan kualitas pembelajaran dan penulisan di lingkungan universitas Islam.

ملخص

أويس رهواوي، (٢٠٢٥): تصوّر الطالب حول استخدام تكنولوجيا الذكاء الاصطناعي في الكتابة الأكاديمية في جامعة إسلامية بمدينة بكتنارو

هذا البحث الكمي يهدف إلى قياس تصور الطلاب في إحدى الجامعات الإسلامية الحكومية بمدينة بکنبارو حول استخدام تكنولوجيا الذكاء الاصطناعي في الكتابة الأكاديمية. تم جمع البيانات من خلال استبيان منظم وزع على 71 طالبا من طلاب قسم تعليم اللغة الإنجليزية في السنة الرابعة من يعملون على إعداد البحث التكميلي. وقد صُمم الاستبيان لقياس تصوراتهم من جوانب الفائدة، وسهولة الاستخدام، والموقف تجاه استخدام الذكاء الاصطناعي في سياق كتابة المهام الأكاديمية. وتم تحليل البيانات التي جُمعت باستخدام الأساليب الإحصائية الوصفية. وأظهرت نتائج هذا البحث أن لدى الطلاب تصورا إيجابيا تجاه استخدام الذكاء الاصطناعي في الكتابة الأكاديمية. ويُستدل على ذلك من متوسط درجاتهم الذي بلغ 3.99، أو ما يعادل 95.77% من الطلاب الذين أبدوا استجابة إيجابية تجاه دمج الذكاء الاصطناعي في الكتابة الأكاديمية، مما يُوفر أساسا تجريبيا لتطوير السياسات والمارسات ذات الصلة في توظيف الذكاء الاصطناعي بهدف تحسين جودة التعلم والكتابة في بيئة الجامعات الإسلامية.

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Appendix 1 Questionnaire

Appendix 2 Result of the Questionnaire

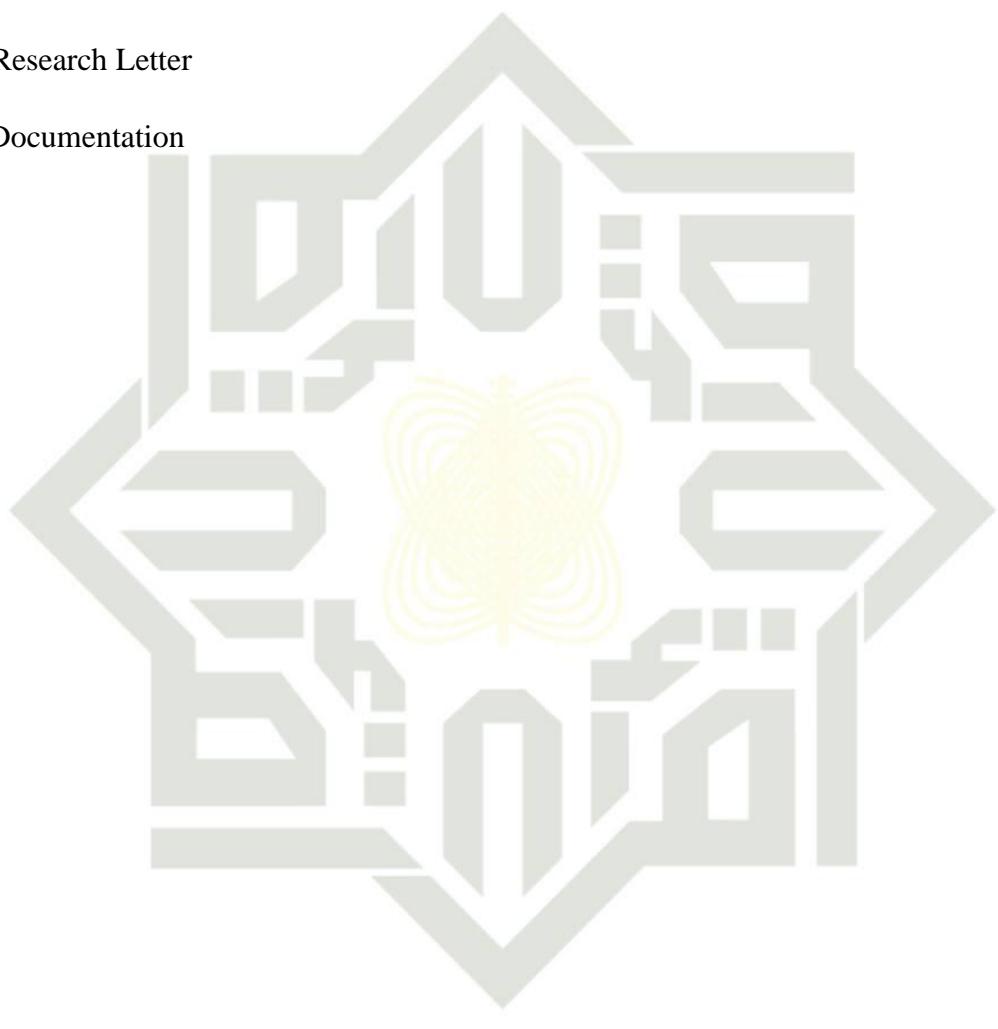
Appendix 3 Thesis Guidance Letter

Appendix 4 Research Letter

Appendix 5 Documentation

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CHAPTER 1

INTRODUCTION

A. Background of the research

Academic writing is a fundamental skill for students at the university level, which is the main foundation in scientific communication and knowledge dissemination. This skill not only demands critical thinking and careful research, but it also requires precise articulation of ideas. However, in practice, students are often faced with various challenges in the academic writing process, such as mastering the correct citation and referencing style, ensuring grammatical accuracy, and maintaining originality to avoid plagiarism. These difficulties often hinder their ability to produce high-quality academic work, including research proposals and theses.

In response to these ever-evolving academic demands and challenges, technology has evolved into an indispensable instrument in modern education. Technology offers a wide range of solutions to simplify complex tasks and improve efficiency across a wide range of disciplines. In the context of academic writing, the integration of technology-based tools is becoming increasingly common, with the aim of supporting students in overcoming various traditional barriers. Among these advancements, Artificial Intelligence (AI) stands out as a transformative force, profoundly influencing how writing is approached and executed.

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AI technology is now significantly impacting the educational landscape, changing both teaching methodologies and learning processes. Especially in academic writing, AI tools offer a wide range of functions designed to help students. Based on pre-research and literature review, AI tools that are widely used for academic writing purposes include ChatGPT, Google Gemini, EndNote, Grammarly, Zotero/Mendeley, Google Translate, Google Scholar, Quillbot, and Turnitin (Dergaa et al., 2023; Khalifa & Albadawy, 2024; Huang & Tan, 2023; Giglio & Costa, 2023; Fitria, 2021; Fitriana & Nurazni, 2022; Natalia, 2023; Taylor et al., 2023). These applications demonstrate the potential of AI to overcome the writing challenges mentioned earlier, from generating ideas, improving content, to assisting with the editing process and plagiarism prevention.

A large number of studies have explored the use of AI technology in education. For example, Mertala et al. (2022) and Kim & Kwo (2023) examined the role of AI in early childhood education, while Martín-Núñez et al. (2023) focused on intrinsic motivation in promoting AI learning and computational thinking among students. A large number of studies (Fitria, 2021; Smith & Lee, 2021; Nazari et al., 2021; Zhai & Wibowo, 2021; Su et al., 2021; Yilmaz & Yilmaz, 2021; Celik, 2021; Woo & Guo, 2021; Kong et al., 2022; Kangasharju et al., 2022; Rheinata et al., 2022; Carvalho et al., 2022; Denes, 2023; Annamalai, 2023; Mizumoto & Eguchi, 2023) have consistently shown that the integration of AI in education has a significant positive impact, encouraging educators to adopt

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AI in the learning process. Further, several studies have also investigated the effectiveness of generative AI in supporting the academic writing of EFL students. For example, Zhang et al. (2020) found that AI-generated feedback improved EFL students' writing quality and reduced anxiety levels, while Li et al. (2019) reported improved writing fluency and vocabulary use with AI-assisted instruction.

More specifically, although many studies have discussed the effectiveness of AI in education and writing, there is still a limited number of studies that explicitly discuss students' perceptions of the use of AI in academic writing, especially in writing proposals and thesis. Dian et al. (2022) found that EFL students had a positive perception of the use of AI in academic writing, mentioning benefits such as improved grammar, assistance in sentence construction, and improved vocabulary. Similarly, Sumakul et al. (2022), Phan (2023), and Utami et al. (2023) also reported positive perceptions and benefits of AI in writing classes, including improved writing skills, increased confidence, and improved learning experience.

Based on this literature review, it can be identified that there is a significant research gap: while many studies focus on the effectiveness of AI technology in improving the quality of academic writing, few specifically explore students' perceptions of the use of this technology in academic writing projects (proposals or theses), especially in the Islamic University of Pekanbaru.

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In addition to the literature review, the researcher also conducted pre-research through brief interviews with several students at the Islamic University in Pekanbaru who utilized AI technology for their academic writing, especially in compiling theses or research proposals. This pre-study, conducted on May 2, 2024, showed that some college students were advised by their supervisors to use Mendeley, Google Translate, and Grammarly. while others also autonomously use Quillbot, Chat-GPT, Gemini AI and Turnitin.

The main reasons students use this AI tool are due to the difficulty in writing references/citations, choosing the correct grammatical structure, and the need to minimize plagiarism (e.g., using Turnitin to check the results of writing). They also reported several advantages, including: ease in writing references, ease in finding relevant research, ease in paraphrasing sentences or paragraphs, and ease in choosing the correct grammar when writing sentences. These responses indicate that AI technology significantly facilitates and speeds up the process of writing their proposals or theses.

Despite the many benefits, some students also voiced disadvantages regarding the use of AI in their writing. These include a tendency to become lazy in paraphrasing manually, a lack of understanding of how to manually create citations, and an inability to choose the correct grammar if not using the AI tool. Therefore, based on this pre-research, the main problems that encourage students to use AI

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technology in writing proposals or theses are: difficulties in writing citations; difficulties in choosing the correct grammatical structure; and the need to minimize the occurrence of plagiarism.

Based on the gaps and problems found, the researcher is interested in researching students' perceptions of using AI technology for academic writing tasks in the environment of the State Islamic University in Pekanbaru, by using a quantitative method to determine students' perceptions of the use of Artificial Intelligence technology in academic writing assignments at the Islamic University in Pekanbaru. The results of this research are expected to contribute slightly to the understanding of how AI technology is understood and accepted by students in the Islamic university environment in Pekanbaru. In addition, this research is also expected to provide insights for developers of more technology-oriented teaching strategies to improve the quality of learning in the future.

The facts and phenomena described above, coupled with the existence of research gaps, are the basis for researchers to investigate the perception of students in higher education regarding the use of Artificial Intelligence as a tool in academic writing, which is formulated in the title: **"Students' Perception of Using Artificial Intelligence Technology in Academic Writing at the Islamic University in Pekanbaru."**

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B. Problem of the Research**1. Identification of the Problem**

Based on the background that has been written, the author finds that the problem because the students using AI technology in writing proposal or theses are; difficulties in writing citations; difficulties in choosing correct grammar structure and to minimize the occurrence of plagiarism in proposals or thesis.

2. Limitation of the Problem

Because of the limitations that researchers have, after identifying the problem stated above, the researcher has to limit the problems of this research, several limitations can be outlined. The first is the scope of participant will be limit on higher students at an Islamic university in Pekanbaru, who finished in writing proposal or theses research. The second is the regional specificity of the study will be conducting an Islamic university in Pekanbaru. The last one is a focus on students' perceptions of the use Generative Artificial Intelligence especially in use Mendeley, Google Scholar, Google Translate and Grammarly.

3. Formulation of the problem

Based on problem above, the researcher specifies the problem in the following formulated question "What are the students' perceptions of using Artificial Intelligence technology in

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academic writing (specifically in writing proposals or theses) at an Islamic University in Pekanbaru?”

C. Objectives and Significance of the Research

1. Objective of the Research

The purpose of this study is to describe students' perceptions of using Artificial Intelligence technology in academic writing (specifically in writing proposals or theses) at an Islamic University in Pekanbaru.

2. The Significance of the Research

The significance of the research “student perception of using Artificial Intelligence technology in academic writing at an Islamic university in Pekanbaru” encompasses both theoretical and practical dimension. From a theoretical standpoint, this study aims to contribute to the understanding of how AI technology is perceived and used in academic writing. By focusing on the specific context of an Islamic university in Pekanbaru, it seeks to add to the existing body of knowledge in the fields of education, technology, and Islamic studies. This research could potentially offer initial insights that may help future development of theoretical frameworks regarding AI's impact on learning and writing practices.

From a practical point of view, this research has significance for educators and administrators at universities. These

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findings regarding student perceptions can provide useful information for adjusting teaching practices, efforts to increase student involvement, and integrating AI technology in academic writing assignments.

In summarize, the research's significance lies in its potential to contribute to both theoretical understanding and practical application in the context of students' perceptions of using Artificial Intelligence technology in academic writing at an Islamic University in Pekanbaru.

D. Definition of Terms

1. Academic Writing

Lea & Street (1998) argue that academic writing is a social and cultural practice that varies between disciplines. They emphasize that in order to write effectively, students need to understand rhetorical conventions, how to construct evidence-based arguments, and citation practices that are specific to their academic community. This includes the formalities, objectivity, and structure you mentioned, all of which are tied to the disciplinary context.

2. Artificial Intelligence (AI)

In this research, Artificial Intelligence (AI) technology is a tool to help students in writing academic paper such as writing proposal and thesis. Artificial technology also a technology that seeks to imitate human abilities in producing a Decision (Diktiristik, D, 2024).



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3. Perceptions

Perception is someone's thought about something that they learn to measure how their attitude toward using something, whether they agree or disagree about the method or about something that they have learned (Hong, 2003). It means that students have their own opinion toward something that they get from teaching and learning process and how they reach toward it.

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CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Academic Writing and the Role of Artificial Intelligence

Academic writing is the foundation of higher education, demanding rigorous critical thinking, comprehensive research, and precise communication. It serves as the primary medium for students to articulate their understanding, engage in scientific discourse, and contribute to their respective fields. However, mastering academic writing often presents significant challenges for university students, including the complexity of composing arguments, maintaining grammatical accuracy, proper citation, and avoiding plagiarism.

In response to these constant challenges, technology is increasingly becoming an indispensable tool in supporting academic endeavors. The rapid advancement of Artificial Intelligence (AI), in particular, has opened up new avenues to improve the writing process. AI, which is broadly defined as a computer system capable of performing tasks typically related to human intelligence (Leoste et al., 2021; Kamalov et al., 2023), are now integrated into academic writing instruction at the university level. Specifically, AI encompasses a variety of tools, software, and language models designed to assist students and

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instructors in various aspects of the writing process (Akgun & Greenhow, 2022; Fyfe, 2023; Gardner et al., 2021).

Given the difficulties students experience, AI has emerged as a central component in improving academic writing courses. For example, popular AI-powered writing tools such as Wordtune, Grammarly, and Google Translate are widely used to help college students paraphrase, improve grammar, overcome cognitive difficulties, and generally improve the quality of their writing (Dong, 2023; DuBose & Marshall, 2023). Beyond basic writing assistance, AI technologies such as ChatGPT, RapidMiner, Copilot, and Iris.ai also support more complex academic tasks, including data analysis, literature review, and paper writing (Chen et al., 2020; Malik et al., 2023). These technologies can automate a wide range of writing tasks, significantly improving efficiency and workflow in academic contexts.

Research has consistently shown the positive influence of AI on students' writing abilities and confidence. For example, Salvagno et al. (2023) found that AI tools improve students' writing skills and confidence in their abilities. This technology has proven to be a valuable resource for learners by offering quick, personalized feedback, and improving overall writing skills (Gayed et al., 2022; Utami et al., 2023). Furthermore, researchers have found that AI-powered writing tools positively impact students' writing skills by

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providing quick and personalized feedback, encouraging active participation, and improving assessment efficiency.

However, the implementation of AI in academic writing courses cannot be separated from complexity and concerns. Although AI offers significant advantages and can facilitate rigorous research (Ali et al., 2023; Perkins, 2023), AI has also sparked discussions about its influence on students' critical and creative thinking abilities. Educators and researchers should carefully consider the ethical implications of using AI-based writing aids and create clear rules for their use (Alharbi, 2023; Caprioglio & Paglia, 2023). AI can simplify the cyclical self-assessment process in academic writing sessions, with varying levels of engagement based on students' motivation and belief in AI (Machicao, 2019). Although AI technology can provide valuable feedback (Su et al., 2022), Makarius et al. (2020) emphasize the importance of continuous teacher supervision in fostering critical thinking and creativity.

Ethical considerations are essential when integrating AI into academic writing. Chaudhry et al. (2023) examined how AI affects plagiarism detection, highlighting the need for clear standards and educating students on the proper use and limitations of AI. Artificial Intelligence in academic writing also raises ethical issues. AI-generated content is opaque and may infringe on intellectual property rights, making plagiarism detection difficult. There are also concerns

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that AI technology may inhibit critical thinking and originality in doctoral dissertation writing (Alston et al., 2022; Nazari et al., 2021).

To address these challenges, standards and rules that ensure the ethical use of AI in academic writing are urgently needed, with Perkins (2023) advocating for increased transparency and understanding in AI-generated literature.

Thus, based on the findings of the study, a literature review on AI in the context of academic writing courses shows a significant and transformative impact in the world of academia. While AI-powered writing aids are significantly helpful to instructors and students, ethical use, prejudice, and contextual understanding issues require ongoing research and development. Through a balanced and cohesive integration of AI-powered automation with human guidance, educators and students can successfully leverage AI's capabilities to improve learning outcomes.

a. Definition of Artificial Intelligence (AI)

Artificial Intelligence (AI) technology is a technology that seeks to imitate human abilities in producing a Decision (Diktiristik. D, 2024). According to Jia (2009), artificial intelligence is an intelligent computerized machine can create a dialogue between human and machine in a natural way situation. Artificial intelligence, or AI, refers to the

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development of computer systems that can perform tasks that would typically require human intelligence to complete.

Over the past few decades, AI has seen incredible advancements, from voice assistants in our smartphones to self-driving cars on our roads. As we continue to explore the possibilities of AI, it is essential to consider the benefits, challenges, and potential risks associated with this technology. Artificial Intelligence (AI) refers to the simulation of human intelligence processes by machines, including learning, reasoning, and self-correction (Russell and Norvig, 2010).

Furthermore, Dodigovic (2007) stated that artificial intelligence can diagnose some typical errors in foreign language learning such as writing. Artificial intelligence (AI) is a field of computer science and engineering that aims to create intelligent machines that can perform tasks that typically require human intelligence. AI has been one of the most rapidly growing and disruptive technologies of the past few decades. It has already had a significant impact on many industries, including healthcare, finance, transportation, and manufacturing, and is expected to continue to transform the way we live and work in the future.

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b. Various of AI technology

In the era of technological advancement like today, of course, many technological technologies are increasingly advanced and the most booming one today is Artificial Intelligence technology, which has also been used in various sectors, including in the Education sector. Here are some of the most frequently used applications in the field of education, especially as a tool to help students in writing activities; Mendeley, Google Scholar, Google Translate and Grammarly.

Mendeley is a free reference management application (Faizal, M., 2020) The Mendeley application itself is available for desktop and mobile devices, with support for the Windows, Macintosh, Linux, to Android and IOS operating systems. On mobile devices, Mendeley can be used to add to the reference list, making it easier for users to move without having to carry a laptop anywhere.

Google Scholar is a free web search engine that specifically indexes scholarly literature in various formats and disciplines. It includes journal articles, theses, books, abstracts, and technical reports from various academic publishers, professional professions, online repositories, universities, and other scientific websites. The main purpose of Google Scholar

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is to make it easier for researchers, academics, and learners to find and access relevant research materials (Bates, 2010).

Google Translate is a free multilingual neural machine translation (NMT) service developed by Google. The service provides a web interface, a mobile app for Android and iOS, and an API (Application Programming Interface) that allows developers to integrate translation capabilities into their apps and websites. Its main function is to translate text, sound, images, documents, and websites from one language to another.

Google Translate was first launched in 2006 and initially relied on statistical machine translation (SMT) methods. In this method, translations are generated based on statistical analysis of a large number of bilingual texts. However, in 2016, Google significantly improved the quality of its translations by adopting neural machine translation (NMT) technology (Wu et al., 2016).

Grammarly is an AI-based (Artificial Intelligence)-based writing assistant that checks grammar, spelling, punctuation, clarity, writing style, and tone in English texts. These apps are available in a variety of forms, including web browser extensions, desktop apps, mobile apps, and integrations with various writing platforms such as Microsoft Word, Google

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Docs, and more. Its main function is to help users write more effectively, accurately, and clearly.

Grammarly uses Natural Language Processing (NLP) and machine learning algorithms to analyze text and provide suggestions for improvements. Grammarly's AI model is trained on a large number of English-language texts written by humans to recognize error patterns and effective writing styles (Grammarly, n.d.-a).

The main features of Grammarly include; grammar and spelling correction, punctuation correction, clarity improvement, writing style adjustment, tone detection, vocabulary suggestions, plagiarism check (paid).

So based on the features provided by the application application above, the author concludes that the application above does have potential benefits in the world of education, especially in the field of writing.

2. The Concept of Student Perception

a. Definition of Perception

Chaplin (1999), states that etymologically, the word "perception" comes from the Latin word "percipere", which means to understand. In this sense, understanding ideas and concepts is seen from two dimensions, namely; the first is the conscious recognition and interpretation of sensory stimuli that

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serve as a basis for understanding, learning and knowing to motivate certain actions or reactions, and the latter is the result or product of the act of perceiving instinctive knowledge used to define or explain the term perception. These include awareness, understanding, taste, impression, idea, taste, idea, recognition, observation, awareness, fear, conception, discrimination. So here Chaplin looked at the meaning of the word perception itself from two different dimensions depending on the context.

A similar definition by Sobur (2003), in his book mentions that the word perception comes from the Latin word "perceptio", which comes from "percipere", which has the meaning of receiving. But here he holds that perception is a cognitive ability, which means that at the beginning of the formation of perception, it is the person who must determine what will be considered. In addition, consciousness will also affect perception (Shaleh, 2009). Furthermore, Sarwono (2010), argues perception can make inferences about it visible and audible and tries to make the best guess.

Furthermore Barry (1998) in his studies revealed that perception is a series of processes by which we recognize, regulate and create stimuli in our environment. The main difference between the above two theories lies in the



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suppression of the role of sensations and higher cognitive processes. Perception is the process of entering messages or information into the human brain by human perception that continuously makes a connection with the environment (Slameto, 2003,). The relationship in question is carried out by the five senses, namely the sense of sight, the sense of taste, the sense of smell, and the sense of touch. Others according to Robbins (2003) perception is said to be a process carried out by individuals to regulate and interpret sensory perceptions to give significance in their environment.

Perception is defined variously by different scholars. Among them are the reception of stimuli that can be influenced by the individual's mental awareness, past experiences, knowledge, motivation and social interaction. The perception of the individual eventually gives rise to the individual's attitude (Chee, 2002). Millikan (2004) also states that perception is a way of perceiving natural signs or, better translating natural signs into intentional signs. Furthermore, Leavit (2002) found that the definition of perception in the narrow sense is correct, how to see things. While generally perception is an opinion, how to define something.

According to Lindsay and Norman (1997) perception as the process by which organisms interpret and regulate

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sensations to produce meaningful experiences of the world. Sensation usually refers to the result of relatively unprocessed stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. Psychological science, there is a term for processing information received from observation, one of the terms is perception (Rose, 1995).

Perception is the experience of an object, event, and relationship gained via the resumption of data and the interpretation of messages. It adds meaning to the stimulus-response system in resuming information and predicting messages, which includes attention, hope, motivation, and memory (Rakhmat, 2000). Perception, According to Tankard (2009) is the process of understanding sensory data using the auditory sense. Perception, according to Jervis (2015), is the etc of putting in and analysing information.

According Blake & Sekular (2006), connects us to the world we live in and shapes understanding of it. They also stated that perception is important because it provides people with a useful view of the world, where useful means being able to interact and effectively within our surroundings. Perception according to Slameto (2010), is a process that corresponds with the delivery of a message of information to human's brain, with

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the human making ongoing correlations with their environment through perception.

Kuncoroningrat (2011) define perception is the entire process of the conscious human mind drawing on the surrounding word. Perception according to Nasution (2004), is the stimulation that someone receives as well as the person's observations. When it comes to individuals (Sunaryo, 2004). To put in another way, people perceive the effects of their results when they are stimulated. In learning about the local climate and the elements that influence it. Qiong (2017), define that perception is a process experienced to achieve awareness or understanding of sensory information. Furthermore, Walgito (2010) stated that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception.

b. Student Perception

Perception is someone's thought about something that they learn to measure how their attitude toward using something, whether they agree or disagree about the method or about something that they have learned (Hong, 2003). It means that students have their own opinion toward something that

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they get from teaching and learning process and how they reach toward it.

Adediwura, (2007) in his academic journal elaborate the theories of perception by taking some experts' explanations. First, they take the theories as postulated by Allport (1966) that defines perception as the way people judge or evaluate others. The second, Eggen theories (2001) that sees perception from the cognitive dimension as the process by which people attach meaning to experiences. It means that the perception comes after people attend to certain stimuli in their sensory memories.

Based on some of the definitions above the researcher conclude that Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful.

Students is starting to recognize the growing relevance of AI-driven writing tools, which provide many features to assist writers and students in writing. The usefulness of AI writing tools in higher education has been the subject of numerous research (Roe et al., 2023). Grammarly is an AI

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program that assesses grammar and style. Huang et al. (2020), Dizon and Gayed (2021), and Thi and Nikolov (2022) investigated how Grammarly influences undergraduate students' academic writing. These studies agreed that Grammarly users improved their writing and grammar more than the control group. Researchers have studied AI language models like ChatGPT to help students create content (Bhatia, 2023; Roe et al., 2023; Yasin & Al-Hamad, 2023).

In a study by Yan (2023) and Lingard (2023) used a survey to assess students' perceptions of AI technology and their understanding of how to use AI Generated data appropriately. The results emphasized the importance of giving enough guidance and teaching about AI technology to deter plagiarism and maintain academic integrity. Research has also examined automated essay assessment tools with AI for feedback and grading.

Mizumoto and Eguchi (2023) evaluated the two approaches to assess the effectiveness of AI and human grading on student writing. The reliability of AI grading as a formative assessment is evident from the high correlation between grades and human grades. The increasing demand for AI-driven writing systems and their potential impact on student's academic progress, efficiency, and writing talents remains

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essential for dissertation writing in higher education. Integrating AI responsibly and effectively in higher education requires addressing ethical concerns, providing proper teaching, and refining AI-generated content. AI technologies in higher education have clear benefits, but these concerns are essential. There is a need to improve AI writing tools and find new opportunities to strengthen writing in higher education.

c. Aspect of Perception Use TAM Theory

The integration of artificial intelligence (AI) in academic writing has attracted significant attention in recent years, as educators and researchers strive to harness the potential of technology in improving student learning outcomes. AI tools are designed to provide personalized feedback, grammar corrections, and writing suggestions, aiming to improve the overall quality of students' writing. In the field of educational technology, there are various theories to understand how users perceive and adopt new technologies. One of the theories commonly used to measure perception in this context is the Technology Acceptance Model (TAM). It is important to note that the effectiveness of these AI tools in achieving the intended goals depends heavily on students' perceptions of their usability and ease of use, which is a central construct within the TAM framework.



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The Technology Acceptance Model (TAM) provides a theoretical framework for understanding how users perceive and adopt new technologies, positing that perceived usability and perceived ease of use are key predictors of technology acceptance. This study aims to investigate the application of TAM in the context of AI in academic writing, examine how students perceive the effectiveness of AI technology in improving their writing skills and identify factors influencing the acceptance and adoption of these tools. By exploring students' perceptions and experiences with AI in academic writing, the study aims to provide insight into AI's potential to improve student writing outcomes and inform the development of effective strategies for integrating AI in educational settings.

Several previous studies have used TAM theory as a tool to see how their perceptions are, including from Ali et al (2018); Dian et al (2022); Sumakul et al (2022); Phan (2023) and more studied from Utami et al. (2023), which is stated in the article Utilization of artificial intelligence technology in an academic writing class: How do Indonesian students perceive? the Technology Acceptance Model (TAM) is a theoretical framework that explains how users come to accept and use technology. TAM consists of three main components: perceived usefulness, perceived ease of use, and attitude toward usage.

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Perceived usefulness refers to the user's belief that the technology will enhance their performance and productivity. In the context of the study, perceived usefulness refers to the students' perception of how AI-based learning tools can help them in their academic writing process. The study found that most participants confirmed that AI-based learning tools help their performance in the writing process, and they are interested in using AI technology in academic writing classes.

Perceived ease of use refers to the user's belief that the technology is easy to use and requires minimal effort to learn. In the context of the study, perceived ease of use refers to the students' perception of how easy it is to use AI-based learning tools. The study found that the participants felt the ease of using and following the instruction of the learning tools, although they needed clarification in the beginning.

Attitude toward usage refers to the user's overall evaluation of the technology and their willingness to use it. In the context of the study, attitude toward usage refers to the students' attitude towards the use of AI-based learning tools in academic writing classes. The study found that most participants have a positive interest in the use of AI-based learning tools, and they are motivated and eager to learn using AI technology in academic writing classes.

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Overall, the three aspects of TAM provide a comprehensive understanding of the students' perceptions and attitudes towards the utilization of AI technology in their academic writing classes.

B. Relevant of the research

The researcher has discussed many previous studies related to this research. That is about students' perception in EFL context especially in writing from several expert including perception using AI technology in academic writing, perception of using AI in writing classes. and utilizing AI in Academic Writing.

The first is study from Dewi et al (2021) she conducted research entitled The Use of AI (Artificial Intelligence) in English Learning Among University Students: case study in English department, universitas Airlangga. The research result shows that Artificial Intelligence technology can be used as a means of developing English learning for students.

Second is study from Dian et al (2022) she conducted research entitled Students' Perceptions of the Use of AI in a Writing Class. The research results showed that the students had positive perceptions towards the use of the AI app. They claimed that AI were using could guide them through the writing process, help them comprehend the theoretical ideas, and teach them the terminology and syntax they would need to write. This

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study indicates that AI technology may benefit EFL students in light of these favourable perceptions.

Utami et al (2023) has conducted research about Utilization of Artificial Intelligence technology in an academic writing class. The purpose of this study is to map the perception, obstacles, and recommendations for optimizing the use of AI in teaching academic writing in Indonesian high schools in central java. This study aims to investigate how Indonesian students perceive the usefulness and ease of use of AI technology in their academic writing classes, as well as their attitudes toward its usage. Additionally, the study seeks to identify the obstacles to using AI technology in academic writing classes and provide recommendations for its optimal utilization. Through this research, the authors aim to contribute to the understanding of how AI technology can positively influence students' writing skills and provide valuable insights for educators and policymakers in Indonesia.

The results of this study are most Indonesian high school students have a positive perception of the usefulness, ease of use, and attitude toward using AI technology in their academic writing classes. The AI-based learning tools were found to be helpful in academic research, especially in the planning and drafting steps of the writing process. However, the study also identified some obstacles to using AI technology, such as incomplete available features, especially in editing Indonesian text, and the need to use the available features optimally.

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In line with that Sumakul et al (2022) has conducted research about Students' Perceptions of the Use of AI in a Writing Class at English Education Program of An University in Indonesia. The purpose of the study was to investigate how EFL students perceive the utilization of AI technology in their writing class in a university in Indonesia. The study aimed to understand how students perceive the use of AI in their learning and to identify the aspects EFL teachers need to consider when incorporating AI technology in a writing class. The findings of this study were that the EFL learners who participated in the study showed positive perceptions towards the use of AI technology in their writing class. They reported that the AI used could help them understand the theoretical concepts, assist them during the writing process, and help them learn the grammar and vocabulary items in their writing. The students enjoyed the learning, and the AI app helped them in their writing.

Last is Phan (2023), have conducted research about Students' Perceptions of the AI Technology Application in English Writing Classes. The purpose of the study is to investigate the perceptions of students at VNU regarding the application of AI technology to support writing skills in English classes. The study aims to know the advantages and the difficulties of application AI in English writing class. The research seeks to fill a gap in the literature by exploring the specific context of AI technology application in English writing classes in Vietnam, particularly focusing on the use of Grammarly, Google Translate, and Paraphrasing

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Tool to support writing skills. The study aims to provide insights into the benefits and challenges associated with the integration of AI-based learning tools in English writing classes at VNU.

Based on the relevant research above, the conclusion is that the results of research that have been carried out by previous researchers have given many positive responses regarding the use of AI in their writing, in addition to the basic writing skills of the respondents, the presence of AI in the world of writing has helped writers a lot, especially in the academic field.

C. Operational concept

The operational concept in this study is developed to measure students' perceptions of using Artificial Intelligence (AI) technology in academic writing, specifically in drafting proposals or theses, at an Islamic University in Pekanbaru. This conceptual framework substantially draws upon the Technology Acceptance Model (TAM) as developed by Davis (1989), and as also adapted in the study by Utami et al. (2023).

Based on the TAM model, this research operationalizes student perceptions into three primary constructs: Perceived Usefulness, Perceived Ease of Use, and Attitude Toward Usage. The researcher adopted the instrument from Utami et al. (2023).

1. Perceived Usefulness is defined as the extent to which a student believes that using AI technology in academic writing will enhance

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their job performance or the quality of their work. Indicators for this construct include how AI can:

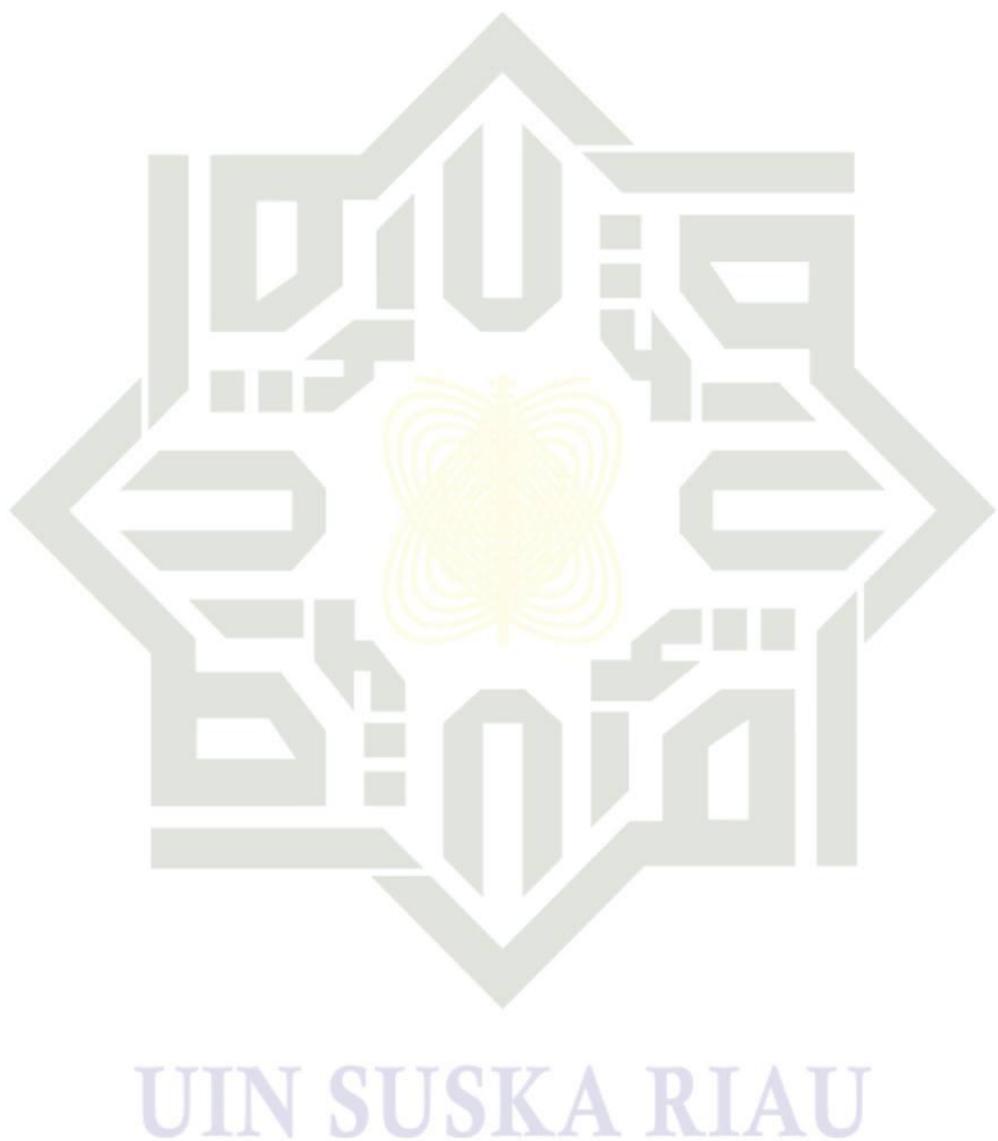
- a. Help students' performance in writing.
 - b. Improve students' writing skills.
 - c. Help in achieving students' learning objectives.
 - d. Improve the quality of students' writing.
2. Perceived Ease of Use refers to the degree to which a student believes that using AI technology in academic writing will be free of effort. The indicators used to measure perceived ease of use include:
 - a. The accessibility of AI tools.
 - b. The difficulty of instruction for using AI tools.
 - c. The flexibility of AI tool usage.
 - d. The availability of various features within AI tools.
 3. Attitude Toward Usage reflects a student's positive or negative evaluation of using AI technology in academic writing. Indicators for this attitude comprise:
 - a. Likeability (the level of fondness/comfort) towards AI usage.
 - b. Motivation derived from AI usage.
 - c. Convenience provided by AI.
 - d. The level of boredom that might arise from using AI tools.

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By operationalizing these concepts, this study aims to systematically measure and analyze students' perceptions, providing a comprehensive understanding of their acceptance of AI technology in the academic writing context.

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CHAPTER III

METHOD OF THE RESEARCH

A. Design of the Research

This study employed a quantitative descriptive research design to investigate students' perceptions of using Artificial Intelligence (AI) technology in academic writing. According to Creswell (2014), quantitative research fundamentally involves the systematic collection of numerical data, which is then analyzed using statistical methods. This approach is characterized by its focus on objective measurement and statistical analysis to provide a clear and concise summary of a phenomenon or a specific population (Unimrkt, 2023).

The decision to utilize a quantitative descriptive design was primarily driven by its systematic and methodological framework, which is highly effective for collecting, analyzing, and interpreting numerical data from a defined population or sample (Siedlecki, 2020). For this research, the goal is to describe the existing perceptions of students regarding AI use in their academic writing. This design is particularly well-suited for answering "what" questions rather than "why" or "how", making it ideal for identifying patterns, trends, and characteristics within the data related to student perceptions.

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B. Location and Time of the Research

This research was conducted from April to May 2025 at the state Islamic University of Sultan Syarif Kasim Riau on Jl. HR. Soebrantas No.155 kilometer 15, Tuah Madani, Panam, Pekanbaru, Riau.

C. Subject and Object of the Research

The subject of this research was students in eight-semesters at an Islamic University in Pekanbaru and the object of this research was all student that finished the writing final project or proposal and thesis.

D. Population and Sample of the Research**1. Population**

The total population is 86 students of English Language Education Department (PBI) at an Islamic University in Pekanbaru which are finished working on proposals or theses periode May 7, 2024 until March 25, 2025. It consists of 5 class fourth year students. The data is in the following table.

Table III. 1
The population of sample

No	Population	Class	Population	Total students
1. Fourth year students		A	25	86
		B	23	
		C	12	
		D	12	
		E	13	
Total populations			86	

Source: Database English education department, April 10,2025

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2. Sample

This study adopts a quantitative method for data collection.

The selection of a quantitative approach allows researchers to objectively measure and analyze student perceptions.

The total student population in the English Education study program at the Islamic University in Pekanbaru is 86 students. However, it is important to note that not all college students in this population actively use AI technology in their academic writing process. The main focus of this study was to investigate the perceptions of students who have experience and are using AI tools. Therefore, students who purely rely on their traditional abilities without leveraging AI are automatically excluded, as they do not meet the primary participation criteria in the study. This effectively reduced the number of the population relevant to the study.

To determine the sample size of this specific target population, the researcher used the stratified random sampling method. This strategy is widely recognized in research methodologies to ensure representation of different subgroups within the population (Creswell, 2013), and is particularly appropriate when populations have specific characteristics that need to be proportionally represented, such as varying levels of AI use or different academic stages.

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In calculating sample sizes, researchers utilize the Slovin (1960) formula, a method often used to determine sample sizes from limited populations, especially when a complete census is not possible or does not fit the research objectives (Sugiyono, 2017; Arikunto, 2010). With the desired confidence level of 95% (assuming the margin of error $e=0.05$), the calculation is as follows:

$$n = \frac{N}{1+Ne^2}$$

$$n = \frac{86}{1+86(0,05)^2} = 70,78$$

Thus, the total sample size calculated using the Slovin formula (1960) was 71 students, rounded up from 70.78. This sample is then allocated proportionally based on the following classes: Class A (21 students), Class B (19 students), Class C (10 students), Class D (10 students), and Class E (11 students). This proportional allocation in stratified random sampling further ensures that each subgroup relevant to the focus of the study is adequately represented in the final sample.

E. Technique of Collecting Data

1. Questionnaire

The researcher used questionnaire as technique of data collection. According to Johnson and Christensen (2004), questionnaires are used to obtain information about thoughts,

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feelings, attitudes, beliefs, values, perceptions, personality and behavioural intention. Therefore, the researcher used close-ended questionnaire in this study. This type of questionnaire, as outlined by Creswell (2014), typically involves questions that are clear, concise, and closed in nature, aiming to elicit quantifiable responses within the defined response categories.

Researcher employed closed-ended questionnaires, as guided by Creswell (2014), often use statistical techniques to analyse the data, allowing for the generation of numerical insights and facilitating rigorous quantitative research methodologies. The questionnaire that the researcher used is adopt from Utami et al (2023), who's the questioners was adapted from (Davis, 1989; Davis et al., 1989), called the Technology Acceptance Model (TAM) consisted of 15 items of the arranged questionnaire, the experts judged that we only had 12 items left items.

The responses to the questionnaire were measured using a Likert scale with five options. The researcher distributed the questionnaire to the participant on April 2025, as follows:

- i. The researcher prepared the questionnaire distributed to 71 students as the participants. (considering time efficiency and the situation of 8thsemester students who many longer actively attending classes, the researcher distributes the

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questionnaire combined in online and offline start in one time).

- ii. the researcher gave instruction to the students to fill up the questionnaire.
- iii. After the students finish answering the questionnaire, the researcher collected the result of the questionnaire and rechecked the answer.

Table III. 2
Blueprint questionnaire

No	Dimension	Indicators	Items	Total
1	perceived usefulness	Help students' performance in writing, improve students writing skills, help in achieving students learning objectives, improve the quality of students writing.	1,2,3,4	4
2.	perceived ease of use	accessibility, the difficulty of instruction flexibility	5,6,7,8	4
3.	attitude towards usage	the availability of various features. likeability, motivation, convenience, and boredom.	9,10,11,12	4
Total of questions				12
Adopted from Utami et al (2023)				

In the quantitative survey methodology that will employ for this research, data collection is facilitate through a questionnaire design to gauge students' perception. Respondents articulate their perspectives by assigning scores on the questionnaire is measured using a Likert scale under five options of answers, which are 5 for strongly agree (SA), 4 for agree (A), 3 for neutral (N), 2 for disagree (D), and 1 for strongly disagree (SD).

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Table III. 3
Likert Five-Point Scale questionnaire

Option	Represent
1	Strongly disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly agree

Adopted from Utami et al (2023)

F. Technique of Data Analysis

In this study, the author provides a choice of rankings to respondents ranging from "strongly disagree" to "strongly agree" to measure attitudes and perceptions of the use of technology, the author chose the likert scale from Davis (1989), which uses the 5-point Likert format to measure the level of approval or disagreement with statements. Each item in the questionnaire assigned a numerical score, with 1 corresponding to "strongly disagree," 2 to "disagree," 3 to "neutral," 4 to "agree," and 5 to "strongly agree."

Table III. 4
Likert Five-Point Scale score

Option	Represent	Score
1	Strongly disagree	1
2	Disagree	2
3	Neutral	3
4	Agree	4
5	Strongly agree	5

To answer the research question, the researcher analyzed data using quantitative techniques. First, the researcher distributed questionnaires containing 12 questions to all research participants. Second, the researcher calculated research questionnaire data manually using google form and Microsoft excel 2010. The analysis process includes calculating subtotals, each response's number or tally, and percentages. Using google form, the

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researcher provided a clear and detailed picture of the data collected in this research. To calculate the data using the following formula. To find out the percentage of each statement, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = The total number of students

In the quantitative survey methodology that will employ for this research, data collection is facilitate through a questionnaire design to gauge students' perception. Respondents articulate their perspectives by assigning scores on the questionnaire is measured using a Likert scale under five options of answers, which are 5 for strongly agree (SA), 4 for agree (A), 3 for neutral (N), 2 for disagree (D), and 1 for strongly disagree (SD).

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings in this study on a 12-item questionnaire administered to 8th-semester English education students, indicates a strong positive perception (95.77%) towards using AI technology as a tool in their academic writing, particularly for proposals and theses. The majority of students confirmed that AI-based learning technology assists them in the writing process, leading to the overall conclusion that these higher education students hold favorable views regarding the adoption of AI in their academic writing activities.

B. Suggestion

After the conclusions that have been described previously, the researcher would like to convey several recommendations and suggestion for the next researchers.

1. For Students

It is recommended that students actively explore and use AI tools to support their academic writing tasks, such as brainstorming, outline, and language refinement. However, they must do so wisely, always maintaining critical thinking and ensuring the originality of their work.

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2. For Future Researchers

It is recommended that researchers further explore the nuances of Indonesian students' experiences with AI in academic writing through qualitative methods such as interviews and focus groups to gain deeper insights into the motivations, challenges, and perceived impacts on their learning.

3. For university

Provide Accessible AI Training and Resources: It is recommended that universities offer easily accessible online workshops, tutorials, and resources in Indonesian and English to educate students and lecturers on the effective and ethical use of AI tools in academic writing.

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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APPENDIX I
QUESTIONNAIRE

Hal : Angket Penelitian
Lampiran : 1
Kepada
Yth. Bapak/Ibu, Saudara/I
Pendidikan Bahasa Inggris Semester VIII
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb.

Terimakasih atas kesediaan anda meluangkan waktu untuk berpartisipasi dalam penelitian ini. Angket ini bertujuan untuk mengumpulkan informasi dan **pandangan anda terhadap penggunaan teknologi kecerdasan buatan (Artificial Intelligence) dalam penulisan akademik khususnya dalam penulisan proposal dan skripsi.** partisipasi anda sangatlah berharga dalam memberikan wawasan yang lebih mendalam terkait topik ini.

Petunjuk pengisian

1. Bacalah pernyataan dengan seksama.
2. Tidak ada jawaban yang benar atau salah.
3. Berikan jawaban anda dengan memilih salah satu likert scale yang tersedia, yang paling sesuai dengan Tingkat persetujuan atau ketidaksetujuan anda terhadap pernyataan tersebut.
4. Pilihlah hanya satu jawaban untuk setiap pernyataan dengan cara melingkari angka pada likert scale yang paling sesuai dengan pandangan anda.
5. Berikut adalah likert scale yang digunakan;
 - a. 1: strongly disagree (sangat tidak setuju)
 - b. 2: disagree (tidak setuju)
 - c. 3: neutral (netral)
 - d. 4: agree (setuju)
 - e. 5: strongly agree (sangat setuju)
6. Kerahasiaan jawaban anda terjamin. Data yang terkumpul akan diolah secara keseluruhan dan hanya digunakan untuk kepentingan penelitian ilmiah.

Data responden

1. Nama : _____
2. Nim : _____
3. Lokal : _____
4. AI yang digunakan : _____

Questionnaire

**STUDENTS' PERCEPTIONS OF USING ARTIFICIAL INTELLIGENCE
TECHNOLOGY IN ACADEMIC WRITING AT AN ISLAMIC UNIVERSITY
IN PEKANBARU**

Hello everyone. I would like to ask your help with this questionnaire, which serves as my paper's major source of data. Thank you very much for your help!

Circle the number that best describe your choice.

Strongly disagree	disagree	Neutral	agree	Strongly agree
1	2	3	4	5

Part I perceived of usefulness

No	Statements	Likert scale				
		1	2	3	4	5
1	AI-based learning tools help my performance in writing. (Alat pembelajaran berbasis AI membantu kinerja saya dalam menulis.)					
2	AI-based learning tools improve my writing skills. (Alat pembelajaran berbasis AI meningkatkan keterampilan menulis saya.)	1	2	3	4	5
3	AI-based learning tools help me in achieving my learning objectives. (Alat pembelajaran berbasis AI membantu saya dalam mencapai tujuan pembelajaran saya.)	1	2	3	4	5
4	AI-based learning tools improve the quality of my writing. (Alat pembelajaran berbasis AI meningkatkan kualitas tulisan saya.)	1	2	3	4	5

Part 2 perceived ease of use

No	Statements	Likert scale				
1	AI-based learning tools are accessible. (Alat pembelajaran berbasis AI dapat diakses.)	1	2	3	4	5
2	AI-based learning tools features quickly follow the instruction. (Fitur alat pembelajaran berbasis AI dengan cepat mengikuti instruksi.)	1	2	3	4	5
3	AI-based learning tools are flexible. (Alat pembelajaran berbasis AI fleksibel.)	1	2	3	4	5
4	AI-based learning tools have various features. (Alat pembelajaran berbasis AI memiliki berbagai fitur.)	1	2	3	4	5

Part 3 attitude towards usage

No	Statements	Likert scale				
1	I am like using AI-based learning. (Saya suka menggunakan pembelajaran berbasis AI.)	1	2	3	4	5
2	I am motivated to learn using AI-based learning tools. (Saya termotivasi untuk belajar menggunakan alat pembelajaran berbasis AI.)	1	2	3	4	5
3	I am eager to learn using AI-based learning tools. (Saya bersemangat bila belajar menggunakan alat pembelajaran berbasis AI.)	1	2	3	4	5
4	I am not bored with learning using AI-based learning tools.	1	2	3	4	5

	(Saya tidak bosan belajar menggunakan alat pembelajaran berbasis AI.)						
--	---	--	--	--	--	--	--

APPENDIX II
RESULT OF QUESTIONNAIRE
(71 RESPONDENTS)

Statements	Responses					Total
	SA	A	N	D	SD	
AI-based learning tools help my performance in writing.	29	32	9	0	1	71
AI-based learning tools improve my writing skills.	17	34	18	1	1	71
AI-based learning tools help me in achieving my learning objectives.	19	33	18	0	1	71
AI-based learning tools improve the quality of my writing	18	32	15	5	1	71
AI-based learning tools are accessible.	34	25	10	0	2	71
AI-based learning tools features quickly follow the instruction.	24	30	16	0	1	71
AI-based learning tools are flexible.	25	31	14	0	1	71
AI-based learning tools have various features.	27	26	16	1	1	71
I am like using AI-based learning	23	26	21	0	1	71
I am motivated to learn using AI-based learning tools.	17	26	26	1	1	71
I am eager to learn using AI-based learning tools.	14	34	18	4	1	71
I am not bored with learning using AI-based learning tools.	14	34	18	4	1	71

1. **Hasil Pengembangan**
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Name	Class	Item 1 (How AI technology do you use?)	Item 2					Item 3					Item 4					Score	Mean	Category						
			1	0	27	128	145	1	2	34	136	85	1	0	54	132	95	1	10	45	128	90				
Alif Aulia	B	Commonly, Google Translate, Google Scholar	1	0	9	32	29	1	1	38	34	17	1	0	18	33	19	1	5	10	45	128	90	Positive	1	4.00
Angga Prayoga Haryanto	B	Commonly, Google Translate, Google Scholar	1	0	9	32	29	1	1	38	34	17	1	0	18	33	19	1	5	10	45	128	90	Positive	2	4.00
Bonita Hermina	A	Commonly, Google Translate, Google Scholar	1	0	9	32	29	1	1	38	34	17	1	0	18	33	19	1	5	10	45	128	90	Positive	3	3.25
Eva Novita Lat	E	Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Firdaus Huda	A	Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Kartika Huda	C	Monstery, Commonly, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Fathia Azz	C	Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Aldi Fitri	E	Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Alita Rendra Dewi	D	Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Yulianti Sulistiawati	B	Commonly, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Yulianti Sulistiawati	A	Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zahra Firda Wulandari	B	Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	D	Monstery, Commonly, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	C	Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Monstery, Google Translate, Google Scholar	3	4	2	3	4	4	5	3	4	5	3	4	5	3	4	5	2	3	4	5	3	3.25		
Zulfaqar Syahid	E	Mon																								



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1. Dilarang mengutip sebagian atau seuruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penyusunan laporan, penulisan kritis atau tinjauan suatu masalah.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau..

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak mengikuti kepentingan yang wajar UIN Suska Riau.

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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

asim kiau

APPENDIX III
THESIS GUIDANCE LETTER

LEMBAR DISPOSISI

INDEKS BERKAS
KODE : 002

HAL : Pengajuan Pembimbing

TANGGAL : 15 Januari 2024

ASAL : Euis Rahmawati / 12110421851

TANGGAL PENYELESAIAN: SIFAT:

- INFORMASI

Students' Perceptions of Using
Artificial Intelligence Tools in
Academic Writing Assignment at
An Islamic University in
Pekanbaru

Rosen Febriyus -

Cat Raudhatul Miski, M.Pd

Kajur PBI

lss 16/1/24

DITERUSKAN KEPADA:

1. Kajur PBI

2.

3.

4.

- *) 1. Kepada bawahan "Instruksi" atau "Informasi"
2. Kepada atasan "Informasi" coret "Instruksi"

Pekanbaru, 16 Januari 2024

Hal : Permohonan Pengajuan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Euis Rahmawati

NIM / HP : 12110421851 / 082219850717

Tempat / tanggal lahir : Pulau Burung / 10 Juni 2003

Semester / Tahun : VI / 2024

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul "**STUDENTS' PERCEPTIONS OF USING ARTIFICIAL INTELLIGENCE TOOLS IN ACADEMIC WRITING ASSIGMENT AT AN ISLAMIC UNIVERSITY IN PEKANBARU**"

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Cut Raudhatul Miski, M.Pd.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapan terima kasih.

Wassalmua 'alaikum Wr. Wb

MENGETAHUI
Ketua Jurusan


Dr. Fauzina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Euis Rahmawati

NIM. 12110421851



Nomor: Un.04/F.II.4/PP.00.9/4657/2024

Pekanbaru, 20 Februari 2024

Sifat : Biasa

Lamp. : -

Hal : *Pembimbing Skripsi*

Kepada

Yth. Cut Raudhatul Miski, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : EUIS RAHMAWATI

NIM : 12110421851

Jurusan : Pendidikan Bahasa Inggris

Judul : STUDENTS' PERCEPTIONS OF USING ARTIFICIAL INTELLIGENCE
TOOLS IN ACADEMIC WRITING ASSIGNMENT AT AN ISLAMIC
UNIVERSITY IN PEKANBARU

Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m

an. Dekan

Wakil Dekan I

Dr. Zarkasih, M.Ag.

NIP. 19721017199703 1 004



Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru, 24 April 2025

Hal : Permohonan perpanjangan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Euis Rahmawati
NIM / HP : 12110421851/ 082173225168
Tempat / tanggal lahir : Pulau Burung, 10 Juni 2003
Semester / Tahun : VIII/ 2025
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan perpanjangan SK pembimbing dengan judul "**STUDENTS' PERCEPTIONS OF USING ARTIFICIAL INTELLIGENCE TECHNOLOGY IN ACADEMIC WRITING AT AN ISLAMIC UNIVERSITY IN PEKANBARU**"

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Cut Raudhatul miski., M.Pd.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy SK pembimbing lama
5. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapan terima kasih.

Wassalmua'alaikum Wr. Wb

MENGETAHUI
Ketua Jurusan


Dr. Fauzina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,



Euis Rahmawati
NIM. 12110421851



Nomor : B-8479/Un.04/F.II.1/PP.00.9/04/2025
Sifat : Biasa
Lampiran : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 28 April 2025

Kepada Yth.
Cut Raudhatul Miski, M.Pd
Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu 'alaikum warhamatullahi wabarakatuh
Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim
Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : EUIS RAHMAWATI
NIM : 12110421851
Jurusian : Pendidikan Bahasa Inggris
Judul : Students' Perceptions Of Using Artificial Intelligence Technology In Academic
Writing At An Islamic University In Pekanbaru
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

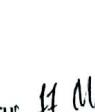
Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan Redaksi dan
Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan
terima kasih.



Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : **PROPOSAL**
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 2. Nama Pembimbing : **Cut Raudhatul Miski, M. Pd**
 a. Nomor Identitas Kepegawaian (NIK) : **197901092009012011**
 3. Nama Mahasiswa : **Euis Rahmawati**
 4. Nomor Induk Mahasiswa : **12110421851**
 5. Kegiatan : **Bimbingan Proposal**

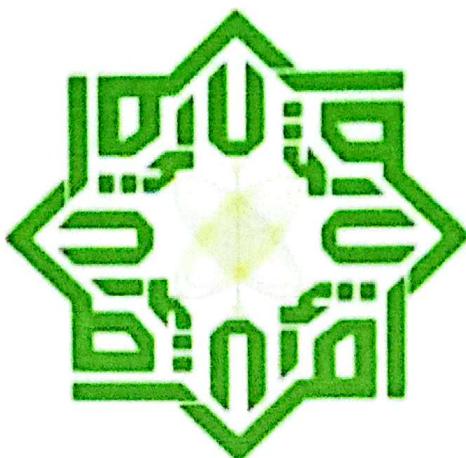
No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	24 / April / 2024	Latar belakang / background		
2	30 / April / 2024	Research problem		
3	20 / Mei / 2024	All of chapter I		
4	4 / Juni / 2024	literatur review		
5	24 / Februari / 2025	Conceptual framework		
6	11 / Maret / 2025	Research design and Sample		
7	12 / Maret / 2025	Technique of Analysing Data & ACC		

Pekanbaru, 11 Maret 2025
 Pembimbing,


Cut Raudhatul Miski, M.Pd
 NIP: 197901092009012011

STUDENTS' PERCEPTIONS OF USING ARTIFICIAL INTELLIGENCE
TOOLS IN ACADEMIC WRITING ASSIGNMENT AT AN ISLAMIC
UNIVERSITY IN PEKANBARU

A PROPOSAL



Approved to form Proposal Document
March 12, 2025
Supervisor

Cut Raudhatul M. Miski

By:

Euis Rahmawati

SIN.12110421851

Supervisor

Cut Raudhatul Miski, M.Pd.

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1446 H/2025 M



**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama : Euis Rahmawati
 Nomor Induk Mahasiswa : 12110421851
 Hari/ Tanggal : Selasa 25 Maret 2025
 Judul Proposal Penelitian : Students' Perception of Using Artificial Intelligence Tools in Academic Writing Assignment at an Islamic University in Pekanbaru

NO	URAIAN PERBAIKAN
1.	Revise the limitation of problem !.
2.	Revise the title : ' assignment ' !.
3.	Revise the way you write your paragraph !.
4.	Revise the background of problem ; state the problem clearly ! -
5.	Revise the citation, references !.
6.	Revise the identification of the problem !.
7.	Add theories of AI on chapter 2 !
8.	Revise the population & sample !.
9.	Revise the technique of collecting data ; Insert the blue print !.

Penguji I


Dr. Fauzina Anastasia, S.S., M.Hum

Pekanbaru, 25 Maret 2025
Penguji II


Kurnia Budiyanti, M.Pd

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



ENGLISH LANGUAGE STUDY PROGRAM

DISPOSISI
INDEKS BERKAS
KODE : 002

NOMOR : 248

HAL : Pergantian Judul
Hari / Tanggal : Senin, 21 April 2025
ASAL : Euis Rahmawati
NIM : 12110421851

TANGGAL PENYELESAIAN : SIFAT :

-Dari

Students` Perceptions of Using Artificial Intelligence Tools in
Academic Writing Assignment at an Islamic University in Pekanbaru

-Menjadi

Students` Perceptions Of Using Artificial Intelligence Technology in
Academic Writing At An Islamic University In Pekanbaru

DITERUSKAN KEPADA

1. Kajur PBI
- 2.
- 3.
- 4.

21/4/2025

- *) 1. Kepada bawahan "Instruksi" atau Informasi
2. Kepada atasan "Informasi" coret "Instruksi"

Pekanbaru, 18 April 2025

Hal : Pergantian Judul

Lampiran :-

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Euis Rahmawati

NIM / HP : 12110421851/ 082173225168

Tempat / tanggal lahir : Pulau Burung, 10 Juni 2003

Semester / Tahun : VIII / 2025

Jurusan : Pendidikan Bahasa Inggris

Dosen Pembimbing : Cut Raudhatul Miski, M.Pd.

Berdasarkan Rekomendasi Dosen Pembimbing, Dengan Ini Saya Mengajukan Kepada Bapak/ Ibu Permohonan Pergantian Judul Dari “STUDENTS’ PERCEPTIONS OF USING ARTIFICIAL INTELLIGENCE TOOLS IN ACADEMIC WRITING ASSIGNMENT AT AN ISLAMIC UNIVERSITY IN PEKANBARU” Menjadi “STUDENTS’ PERCEPTIONS OF USING ARTIFICIAL INTELLIGENCE TECHNOLOGY IN ACADEMIC WRITING AT AN ISLAMIC UNIVERSITY IN PEKANBARU”. Dengan Demikian Surat Permohonan Ini Saya Sampaikan Sekiranya Bapak/ Ibu Dapat Mempertimbangkan, Atas Perhatian Saya Ucapkan Terima Kasih.

MENGETAHUI

Ketua Jurusan


Dr. Faurina Anastasia, S.S, M.Hum.
NIP. 198106112008012017

Hormat Saya,


Euis Rahmawati
NIM.12110422752



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والعلوم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : EUIS RAHMAWATI
Nomor Induk Mahasiswa : 12110421851
Hari/Tanggal Ujian : 25 Maret 2025
Judul Proposal Ujian : STUDENTS' PERCEPTIONS OF USING ARTIFICIAL
INTELLIGENCE TECHNOLOGY IN ACADEMIC
WRITING AT AN ISLAMIC UNIVERSITY IN
PEKANBARU
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Faurina Anastasia, S.S., M.Hum.	PENGUJI I		
2.	Kurnia Budiyanti, M.Pd.	PENGUJI II		



Mengetahui
a.m. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 2025
Peserta Ujian Proposal



Euis Rahmawati
NIM. 12110421851



UIN SUSKA RIAU

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : SKRIPSI
- a. Seminar usul Penelitian :
- b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : CUT RAUDHATUL MISKI, M.Pd
- a. Nomor Induk Pegawai (NIP) : 197901092009012011
3. Nama Mahasiswa : EUIS RAHMAWATI
4. Nomor Induk Mahasiswa : 1110421851
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	29 April 2025	Instrumen penelitian		
2	1 Mei 2025	Acc instrument penelitian		
3	2 Mei 2025	Bimbingan Bab IV		
4	4 Mei 2025	Bimbingan bab IV		
5	5 Mei 2025	Acc Bab IV		
6	6 Mei 2025	Acc Bab V & Abstrac		
7	7 Mei 2025	Acc To join Thesis examination		

Pekanbaru, 07 Mei 2025
Pembimbing,

Cut Raudhatul Miski, M.Pd

STUDENTS' PERCEPTIONS OF USING ARTIFICIAL INTELLIGENCE TECHNOLOGY IN ACADEMIC WRITING AT ISLAMIC UNIVERSITY IN PEKANBARU



Approved to join Thesis Examination
07 Mar 2025
Supervisor:

Prof. Dr. Raudhatul M. M.Pd.

By:

Euis Rahmawati

SIN.12110421851

Supervisor

Cut Raudhatul Miski, M.Pd.

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM
RIAU
PEKANBARU
1446 H/2025 M**

APPENDIX IV
RESEARCH LETTERS



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كالجية التربيية والتعليمية
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/7698/2024
Sifat : Biasa
Lamp. : -
Hal : ***Mohon Izin Melakukan PraRiset***

Pekanbaru, 30 April 2024

Kepada
Yth. Kepala Jurusan
Pendidikan Bahasa Inggris
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

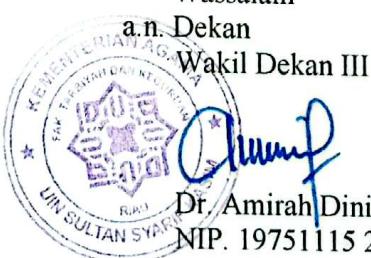
Nama	:	Euis Rahmawati
NIM	:	12110421851
Semester/Tahun	:	VI (Enam)/ 2024
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Dekan
Wakil Dekan III



Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001



UIN SUSKA RIAU

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية و التعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H.R. Soebrantas No. 155 Km. 15 Tuah madani - Pekanbaru - Riau 28293 PO.BOX. 1004 Telp. 0761-561647
Fax. 0761-561646, Web. www.uin-suska.info/tarbiyah E-mail : tarbiyah-uinsuska@yahoo.com

SURAT KETERANGAN

Pekanbaru, 24 April 2025

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	:	Euis Rahmawati
NIM	:	12110421851
Pendidikan	:	S1 Pendidikan Bahasa Inggris
Judul Penelitian	:	Students' Perceptions Of Using Artificial Intelligence Technologi In Academic Writing At An Islamic University In Pekanbaru

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ketua Program Studi
Pendidikan Bahasa Inggris

Dr. Fauzina Anastasia, M.Hum
NIP. 198106112008012017



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كالجية التربيية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : B-8840/Un.04/F.II/PP.00.9/02/2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 02 Mei 2025

Yth : Ketua
Program Studi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Di Pekanbaru

Assalamu 'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Euis Rahmawati
NIM	: 12110421851
Semester/Tahun	: VIII (Delapan)/ 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : STUDENTS' PERCEPTIONS OF USING ARTIFICIAL INTELLIGENCE TECHNOLOGY IN ACADEMIC WRITING AT AN ISLAMIC UNIVERSITY IN PEKANBARU

Lokasi Penelitian : Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Waktu Penelitian : 3 Bulan (02 Mei 2025 s.d 02 Agustus 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Tembusan :
Rektor UIN Sultan Syarif Kasim Riau

APPENDIX
DOCUMENTATION

Link questionnaire <https://forms.gle/EM8wvZfV3pkRo1ti9>

angket penelitian tentang STUDENTS' PERCEP

Pertanyaan Jawaban 73 Setelan

Formulir ini tidak menerima respons Kelola

Bab 1 dari 2

STUDENTS' PERCEPTIONS OF USING ARTIFICIAL INTELLIGENCE TECHNOLOGY IN ACADEMIC WRITING AT AN ISLAMIC UNIVERSITY IN PEKANBARU

B I U ← →

Assalamualaikum Wr. Wb

Hello friends!

Thank you for taking the time to participate in this research. This questionnaire aims to gather your information and

angket penelitian tentang STUDENTS' PERCEP

Pertanyaan Jawaban 73 Setelan

Formulir ini tidak menerima respons Kelola

73 jawaban

Lihat di Spreadsheet

Ringkasan Pertanyaan Individual

Name 1 dari 16 >

Name

Diah Mardiah

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



CURRICULUM VITAE

Euis Rahmawati, the oldest child from Mr. Hendi Sunjana and Mrs. Ernawati. She was born in Pulau Burung, june 10th 2003. In 2015 she graduated from SDN 012 Bangun Harjo jaya. She also finished her study at SMP UPT IV RSTM Indragiri Hilir Pulau Burung in 2018, and in the year of 2021, she graduated from SMA Tri Tunggal Pulau Burung. In 2021, she was accepted to be a part of student English Education Department, Faculty of Education and Teacher Training in UIN Suska Riau. From July to August 2024, she was doing KKN (Kuliah Kerja Nyata) Program in Bangun Jaya distric, Kampar regency. Then on September until November 2024, she was doing Pre-Service Teacher Practice (PPL) Program at SMAN 2 Tambang, Kampar regency.

To fulfill requirements for undergraduate degree in English Education, she was conducted the research on April 2025 by thesis entitled “Students’ Perceptions of Using Artificial Intelligence Technology in Academic Writing at an Islamic University in Pekanbaru”

UIN SUSKA RIAU