

**STUDENTS' PERCEPTION OF AI DRIVEN CHATBOTS IN WRITING
AT ENGLISH LANGUAGE EDUCATION PROGRAM
OF UNIVERSITAS LANCANG KUNING**

THESIS

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ABSTRACT

Esthy Fani T, 2026 : Students' Perception of AI driven Chatbots in Writing at English Language Education Program of Universitas Lancang Kuning

The increasing integration of artificial intelligence (AI) in academic contexts has changed the way students engage in writing activities. Ideally, AI driven tools are expected to assist students in generating ideas, improving grammar and vocabulary, and enhancing writing efficiency. However, students' perceptions of these tools may vary, reflecting both potential benefits and possible challenges. This study aimed to investigate students' perceptions of AI driven chatbots in writing at the English Language Education Program of Universitas Lancang Kuning. This study employed a quantitative descriptive research design involving 122 students as the sample. Data were collected using a five point Likert scale questionnaire and analyzed using descriptive statistics, including mean and standard deviation. The findings showed that the grand mean score was 3.90 with a standard deviation of 0.03, which falls into the positive category based on the mean score interpretation. This result indicates that students generally have favorable perceptions toward the use of AI driven chatbots in writing activities. In other words, students tend to view AI driven chatbots as helpful tools that support their writing process, particularly in generating ideas, improving grammatical accuracy and vocabulary, and increasing writing efficiency. In conclusion, AI driven chatbots are positively perceived by students and are considered helpful in supporting the writing process when used appropriately. Therefore, it is recommended that lecturers integrate AI driven chatbots into writing instruction while guiding students to use these tools critically and responsibly.

Keywords : AI Driven Chatbots, Students' Perceptions, Writing, English Language Education

ABSTRAK

Esthy Fani T, 2026 : *Persepsi Mahasiswa Tentang Chatbot Berbasis AI dalam Penulisan di Program Pendidikan Bahasa Inggris Universitas Lancang Kuning*

Meningkatnya integrasi kecerdasan buatan (Artificial Intelligence/AI) dalam konteks akademik telah mengubah cara mahasiswa terlibat dalam aktivitas menulis. Secara ideal, alat berbasis AI diharapkan dapat membantu mahasiswa dalam menghasilkan ide, memperbaiki tata bahasa dan kosakata, serta meningkatkan efisiensi dalam menulis. Namun demikian, persepsi mahasiswa terhadap penggunaan alat tersebut dapat berbeda-beda, yang mencerminkan adanya manfaat sekaligus potensi tantangan. Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap penggunaan chatbot berbasis AI dalam kegiatan menulis pada Program Studi Pendidikan Bahasa Inggris Universitas Lancang Kuning. Penelitian ini menggunakan desain penelitian deskriptif kuantitatif dengan melibatkan 122 mahasiswa sebagai sampel penelitian. Data dikumpulkan menggunakan kuesioner skala Likert lima tingkat dan dianalisis menggunakan statistik deskriptif, yaitu mean dan standar deviasi. Hasil penelitian menunjukkan bahwa nilai grand mean sebesar 3,90 dengan standar deviasi sebesar 0,03, yang termasuk dalam kategori positif berdasarkan interpretasi interval mean score. Hasil ini menunjukkan bahwa mahasiswa pada umumnya memiliki persepsi yang baik dan mendukung terhadap penggunaan chatbot berbasis AI dalam kegiatan menulis. Dengan kata lain, mahasiswa memandang chatbot berbasis AI sebagai alat yang membantu proses menulis mereka, khususnya dalam menghasilkan ide, meningkatkan ketepatan tata bahasa dan kosakata, serta meningkatkan efisiensi dalam menyelesaikan tugas menulis. Berdasarkan hasil tersebut, dapat disimpulkan bahwa chatbot berbasis AI dipersepsikan secara positif oleh mahasiswa dan dianggap dapat mendukung proses menulis apabila digunakan secara tepat. Oleh karena itu, dosen disarankan untuk mengintegrasikan penggunaan chatbot berbasis AI dalam pembelajaran menulis dengan tetap membimbing mahasiswa agar dapat memanfaatkannya secara kritis dan bertanggung jawab.

Kata kunci : *Chatbot Berbasis Kecerdasan Buatan, Persepsi Mahasiswa, Keterampilan Menulis, Pendidikan Bahasa Inggris*

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SURAT PERNYATAAN KEASLIAN TULISAN

Dengan ini saya menyatakan:

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Demikianlah pernyataan ini saya buat, apabila ditemukan penyimpangan dan ketidakbenaran dari pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh, serta sanksi lainnya dengan norma ketentuan hukum yang berlaku.

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CHAPTER I INTRODUCTION

A. Background of the Research

To begin understanding how writing should ideally be taught, it is helpful to first describe the kind of learning environment that best supports students' development. In the context of English Language Teaching (ELT), students are ideally expected to develop their writing skills gradually through continuous practice, explicit instructional guidance, and timely feedback elements that are considered essential for writing development (Vula et al., 2024). Effective writing instruction should therefore provide personalized support that helps learners strengthen key aspects of writing, including the development of content, coherent paragraph organization, grammatical accuracy, vocabulary selection, and correct writing mechanics. To meet these standards, learners require an environment that consistently offers meaningful feedback and encourages revision-based improvement. In modern educational settings, technological tools are also expected to contribute by offering accessible and high quality corrective input, enabling students to practice and refine their writing skills more independently and efficiently (Vula et al., 2024). Taken together, these ideal conditions illustrate the kind of supportive and resource rich setting that helps students grow as confident and capable writers.

After outlining the ideal expectations, it is also important to recognize the practical realities that shape how students develop their writing skills today. Technology plays a crucial role in supporting students' writing development because it provides interactive learning resources, examples of effective written texts, and automated feedback features that help learners identify and understand their linguistic errors. AI driven tools, in particular, are expected to offer additional guidance beyond scheduled classroom interactions, ensuring that students can access writing support whenever needed. This is supported by research indicating that technology significantly enhances higher order writing skills such as creativity and critical thinking when used in interactive and collaborative learning environments (Eragamreddy & Joseph, 2025). These observations show how

technology has become an essential part of students' learning experiences, especially in helping them overcome challenges in writing.

Furthermore, a preliminary study involving ELT students at Universitas Lancang Kuning revealed that AI-based chatbots are widely used by students to support their writing activities. After gathering initial information from several students, it was found that they indeed use AI driven chatbots when completing writing tasks such as essays and other academic assignments. The findings showed that students actively use these tools to identify grammatical errors, refine vocabulary choices, and improve the organization of their ideas. Students also tend to rely on these tools particularly when immediate feedback from lecturers is limited. This evidence indicates that AI driven chatbots have become an integral part of students' writing practices, as they are directly utilized during the process of composing and revising their written work. Therefore, this situation provides a strong empirical basis for investigating students' perceptions of AI driven chatbots within the current ELT learning context.

In an ideal learning setting, writing instruction should enable students to express their ideas clearly and organize their thoughts effectively. Although writing instruction aims to build strong academic literacy, many ELT students still experience considerable difficulty in producing coherent and effective written texts. Their challenges often appear in idea development, paragraph organization, and grammar accuracy patterns that align with findings showing that EFL learners struggle particularly with paragraph construction, where grammar is consistently ranked as the most important component of writing across proficiency levels (Alnefaie, 2023), indicating that their writing skills remain below the expected standard. These persistent difficulties show the need for more targeted writing support that responds to students' real challenges.

These learning difficulties are further intensified by the limited opportunity students have to receive individualized and timely feedback from lecturers. Due to large class sizes and heavy academic workloads, lecturers often cannot provide detailed explanations or corrective guidance promptly a situation echoed in research reporting that teachers in high enrollment classes face significant constraints in

offering immediate feedback (Williams, 2024), ultimately restricting students' chances to reflect on and improve their writing. As a result, students have fewer opportunities to monitor their progress, understand their errors, and make meaningful improvements in their writing.

In response to these limitations, a growing number of students are turning to AI driven chatbots as alternative sources of writing support. These tools offer instant grammar corrections, vocabulary choices, and syntax explanations, which allow learners to revise their work more efficiently. Evidence from recent studies shows that AI chatbots not only enhance writing outcomes but also contribute to improved feedback literacy and higher engagement among EFL learners (Oktarin et al., 2024), making them an increasingly attractive supplement to traditional writing instruction. These advantages demonstrate that AI driven tools can provide accessible and consistent guidance, especially when students struggle to obtain sufficient support during regular classroom activities.

Research into AI-assisted writing further demonstrates that chatbots can improve overall writing quality by fostering grammatical accuracy and supporting autonomous learning. Several studies indicate that students benefit from the immediacy and clarity of the feedback provided, which in many cases boosts their learning motivation. However, much of this literature has focused on performance outcomes rather than student perceptions, as illustrated by a mixed method investigation involving 24 university students that documented significant improvement in writing skills (Sánchez & Santos, 2025) yet gave limited attention to learners' subjective experiences. Other studies have also prioritized measurable gains such as accuracy scores or task completion without offering deeper insight into how students interpret, value, or emotionally respond to AI generated feedback, leaving an important gap in understanding the learner perspective.

Although the pedagogical benefits of AI chatbots have been widely acknowledged, there remains a notable lack of studies that specifically explore ELT students' perceptions of chatbots as writing support tools. Understanding these perceptions is critical, as learners' acceptance and willingness to engage with AI technologies can significantly influence their effectiveness. Positive perceptions

may encourage students to utilize the tools more consistently, whereas negative perceptions may hinder learning outcomes regardless of technological advantages. This gap highlights the need for research that examines how students interpret and evaluate the use of AI chatbots in writing instruction.

Given the identified gap, it is essential to conduct research that examines ELT students' perceptions of AI driven chatbots and their effectiveness in supporting writing development. Insights from such research can help lecturers and institutions design more responsive instructional strategies, optimize technology integration, and enhance the overall quality of writing instruction. Moreover, understanding students' perspectives allows educators to ensure that technological tools align with learners' needs, preferences, and challenges. Ultimately, this study aims to provide a comprehensive understanding of how AI chatbots function within writing classes and to address the central research questions concerning their role, impact, and relevance in the writing learning process.

B. Identification of the Problem

Based on the background of the problem described above, several issues can be identified:

- a. Many ELT students still struggle to develop ideas, structure their paragraphs coherently, and maintain grammatical accuracy in their writing.
- b. Students have increasingly relied on AI driven chatbots for writing support; however, their actual effectiveness in enhancing students' writing skills is still unclear.
- c. Previous studies have mostly focused on learning outcomes, while research on ELT students' perceptions of using AI driven chatbots for writing support is still limited.

C. Focus of the Research

This research focuses on examining students' perception the use of AI driven chatbots as a tool to support their writing development. The study involves students from the English Education Study Program at Universitas Lancang Kuning, specifically those in semesters 3, 5, and 7. By including students from different stages of their academic progress, this research aims to capture a broader and more meaningful picture of how they view the effectiveness and usefulness of AI driven chatbots in helping them improve their writing skills.

D. Formulation of the Problem

Based on the background and focus of this research, the problem can be formulated as follows "How do Students' Perceive AI driven Chatbots as effective tools for supporting their writing development?" at English Language Education Study Program, Faculty of Education and Vocational Studies, Universitas Lancang Kuning.

E. Purpose of the Research

The purpose of this research is to investigate Students' Perceptions of AI driven Chatbots as effective tools for developing their writing skills, especially for students' at Universitas Lancang Kuning, Pekanbaru.

F. Significance of the Research

This research holds several important implications:

- a. Theoretical Context
- a) For Teachers

This study can serve as a reference for lecturers to understand students' perceptions of using AI driven chatbots in writing activities. The findings may help educators assess how chatbot-based feedback supports students' writing development and identify effective ways to integrate this technology into writing instruction.

b) For Students

The results can provide students with insights on how to use AI driven chatbots responsibly and effectively to enhance their writing skills. Additionally, it may encourage students to view AI tools as supportive resources that boost both their writing practice and confidence.

b. Theoretical Contribution

For future researchers, this study offers valuable information and conceptual ideas regarding students' perceptions of AI driven chatbots in developing writing skills. The findings may contribute to advancing theoretical discussions on technology-assisted writing instruction, especially in understanding ELT students' acceptance, attitudes, and learning experiences with AI DRIVEN writing tools.

G. Definition of key terms

According to the title of the study, the operational defence of this research is as follows:

a. Perception

Perception refers to an individual's understanding, opinion, or attitude toward a particular phenomenon. In this research, perception is defined as how ELT students view, interpret, and evaluate the use of AI driven chatbots in supporting their writing activities, including their attitudes, experiences, and perceived benefits.

b. AI driven Chatbots

AI driven chatbots are computer programs powered by artificial intelligence designed to interact with users through natural language. These chatbots provide instant feedback, guidance, and suggestions. In this study, AI driven chatbots are considered as tools that assist students in enhancing their writing skills, supporting both practice and learning confidence.

c. Writing Improvement

Writing improvement refers to the process of enhancing one's ability to communicate ideas clearly, coherently, and accurately in written English. This includes progress in grammar, vocabulary, sentence structure, organization, and

overall writing fluency. In this study, writing improvement is measured by students' ability to produce more effective and well structured written texts through the support of AI driven chatbots.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study explored ELT students' perceptions of using AI driven chatbots in writing. The results indicate that students generally hold moderately positive views. Chatbots are perceived as effective in supporting idea generation, organizing content, improving grammar, and boosting writing confidence. They also provide timely feedback and adapt to individual learning needs, which helps enhance students' engagement and motivation. Although some minor technical issues and concerns about over reliance were noted, these did not outweigh the overall benefits. In general, AI driven chatbots function as practical and supportive tools that strengthen both the cognitive and motivational aspects of writing, offering a comprehensive and accessible approach to English writing instruction.

B. Suggestions

Based on the findings of this study, several recommendations are proposed for students, educators, and future researchers:

1. For Students

Students are encouraged to integrate AI driven chatbots into their writing practice to enhance idea development, grammar accuracy, and confidence. They should also be mindful of over-reliance and use chatbots as complementary tools rather than substitutes for independent thinking.

2. For Lecturers

English instructors are advised to incorporate AI driven chatbots into writing curricula as supportive learning tools. Educators should provide guidance on effective usage, monitor students' interactions with chatbots, and address potential technical challenges to maximize learning benefits.

3. For Future Research

Further studies can explore long-term effects of AI driven chatbots on students' writing performance, their impact on different language skills, and comparative effectiveness between chatbot-assisted and traditional writing

instruction. Research could also examine strategies to mitigate over-reliance and promote critical thinking while using AI tools.

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