THE USE OF AI WRITING TOOLS ON EFL STUDENT'S WRITING ORGANIZATION

THESIS

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MOTTO

"Don't be afraid to be different. Be afraid if you're like most people."

~ Robin Sharma~

DEDICATION

This thesis is a form of dedicated to several inseparable parties:

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First of all, I would like to express my gratitude to the presence of Allah SWT, the Most Gracious, the Most Merciful, who has given me the strength and ability so that this thesis can be completed. Through His guidance and help I was able to overcome the challenges and complete this work on time.

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Finally, the researcher hopes that this thesis will not only benefit its readers but also serve as a valuable resource for future researchers in the field.

Jombang, 20 March 2024

Sincerely

Lusia Senciana

207728

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ABSTRACT

Senciana, Lusia. 2024. *The Use of AI Writing Tools on EFL Students Writing Organization.* Sarjana's Thesis. English Language Education Universitas PGRI Jombang. Dr. Yunita Puspitasari, M.Pd

Keywords: AI Writing Tools, Writing Organization, EFL Students.

This research investigates the utilization and impact of AI writing tools on the writing organization of English as a Foreign Language (EFL) students, guided by a rubric created by J. D. Brown & Bailey (1984). By examining the organization of perceptions in various dimensions of writing, organization in various aspects of writing, including introduction, body paragraphs and conclusions, this research uses quantitative survey methodology, collecting perception data from 180 EFL students in East Java using purposive sampling techniques. Data analysis uses descriptive statistics, including percentages, frequency tables, and graphical representation. Findings revealed that Pro Writing Aid, Chat GPT, Essaybot, and Quilboot were the primary AI writing tools used, with Pro Writing Aid most commonly used by EFL students. AI writing tools are very useful in organizing the writing process including introduction, body paragraphs, and conclusion. This research reveals a new contribution by explaining how AI writing tools are very useful for organizing the drafting process in writing. These results underscore the important role of AI writing tools in improving EFL students' writing skills, further encouraging future exploration of AI writing tools and research with larger sample sizes.

ABSTRAK

Senciana, Lusia. 2024. *Penggunaan Alat Tulis AI pada Organisasi Penulisan Siswa EFL*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Universitas PGRI Jombang. Dr. Yunita Puspitasari, M.Pd

Keywords: Alat Penulisan AI, Organisasi Tulisan, Mahasiswa EFL.

Penelitian ini menyelidiki pemanfaatan dan dampak alat tulis AI pada organisasi menulis siswa Bahasa Inggris sebagai Bahasa Asing (EFL), dipandu oleh rubrik yang dibuat oleh J. D. Brown & Bailey (1984). Dengan mengkaji pengorganisasian persepsi dalam berbagai dimensi penulisan, pengorganisasian dalam berbagai aspek penulisan, termasuk pendahuluan, paragraf isi dan kesimpulan, penelitian ini menggunakan metodologi survei kuantitatif, mengumpulkan data persepsi dari 180 siswa EFL di Jawa Timur dengan menggunakan teknik purposive sampling. Analisis data menggunakan statistik deskriptif, meliputi persentase, tabel frekuensi, dan representasi grafis. Temuan mengungkapkan bahwa Pro Writing Aid, Chat GPT, Essaybot, dan Quilboot adalah alat tulis AI utama yang digunakan, dengan Pro Writing Aid paling umum digunakan oleh siswa EFL. Alat penulisan AI sangat berguna dalam mengatur proses penulisan termasuk pendahuluan, paragraf isi, dan kesimpulan. Penelitian ini mengungkap kontribusi baru dengan menjelaskan bagaimana alat penulisan AI sangat berguna untuk mengatur proses penyusunan secara tertulis. Hasil-hasil ini menggarisbawahi peran penting alat menulis AI dalam meningkatkan keterampilan menulis siswa EFL, yang selanjutnya mendorong eksplorasi alat tulis AI di masa depan dan penelitian dengan ukuran sampel yang lebih besar.

CHAPTER I

INTRODUCTION

A. Background of the Research

The writing process poses numerous challenges for students, prompting a growing reliance on AI writing tools for assistance. One of the primary hurdles faced by students is the constraint of time. Academic pressures often impose tight deadlines for various writing assignments, leaving students with limited windows to produce quality work. In response to this challenge, many students turn to AI writing tools, which offer a swift and efficient solution. Some AI writing tools are based on chatbot technology (Chang et al., 2021; Steiss et al., 2023). This type has become a fundamental part of various communication contexts. An example of this chatbot-based AI writing tool is ChatGPT. (https://chat.openai.com/). These chatbot-based tools simulate human-like conversations, offering users automated interactions ranging from answering questions to engaging in dialogue. ChatGPT leverages advanced language models to generate contextually relevant responses, enhancing the conversational experience (Steiss et al., 2023).

Incorporating chatbot-based approaches in AI tools like ChatPDF and Humata AI aligns with the broader trend of leveraging AI for user-friendly and efficient interactions in diverse domains. ChatPDF (https://www.chatpdf.com/) and Humata AI (https://www.humata.ai/) facilitate interactions within PDF documents, providing a chatbot-based

approach for information retrieval or assistance (Rojas et al., 2023). EssayBot (https://www.essaybot.com/) supports EFL students by suggesting ideas, offering language enhancements, and generating essay content (Fauziah & Minarti, 2023). AI-generating tools for EFL students facilitate language learning and encourage constructive engagement, contributing to a more interactive and practical educational experience.

Moreover, AI writing tools include feedback, summary, and paraphrase. Examples like Grammarly (https://www.grammarly.com/) and QuillBot (https://quillbot.com/) demonstrate the capabilities of these tools. Feedback-oriented platforms like Grammarly excel at providing real-time suggestions for grammar, spelling, and style improvements, thereby improving the overall quality of written content (Fitria, 2021a; Karyuatry, 2018). In contrast, summarization tools like QuillBot help condense long texts into concise summaries, facilitating information retrieval and understanding (Fitria, 2021b). Quilboot also, as a paraphraser, contributes to creative expression by rearranging sentences or passages while maintaining the original meaning (Kurniati & Fithriani, 2022). This AI writing tool represents advances in natural language processing, offering valuable assistance in refining writing skills, condensing information, and fostering creativity in various writing tasks.

Writing can be a significant hurdle for non-native English speakers, hindering their capacity to articulate ideas effectively due to the intricacies of the language. Many students need help understanding and applying

nuanced grammatical rules, resulting in communication barriers. In response to this issue, AI writing tools prove invaluable. Equipped with advanced language processing capabilities, these tools offer real-time assistance to non-native English speakers by providing suggestions for language improvement. Whether refining grammar, suggesting appropriate vocabulary, or enhancing sentence structure, AI writing tools act as supportive guides, enabling students to overcome language barriers and express their thoughts more accurately and fluently (Zulfa et al., 2023). This not only aids in improving the quality of their written work but also boosts their confidence in navigating the challenges associated with language proficiency in academic settings.

Additionally, the fear of making mistakes is a significant obstacle in writing, preventing students from expressing themselves confidently. Concerns about grammatical errors or unclear phrasing often lead to hesitation in communicating ideas openly. The fear of being judged for linguistic imperfections can stifle creativity and hinder the natural flow of thoughts onto paper. Consequently, students may become reluctant to take risks in their writing and choose to err on the side of caution, limiting the richness and authenticity of their written expressions (Marzuki et al., 2023). Overcoming this fear is critical in creating an environment where students feel empowered to experiment, learn from their mistakes, and ultimately use AI writing tools as confident communicators and provide ideas for writing (Nazari et al., 2021). AI writing tools, equipped with

grammar and style-checking algorithms, provide instant feedback, enabling students to address time constraints without compromising the quality of their writing (Escalante et al., 2023).

As higher education embraces Era 5.0, incorporating AI writing tools enhances academic achievements. It contributes to students' holistic development by aligning with personalized learning, collaboration, and well-being goals. Integrating AI writing tools into English language teaching has gained increasing importance, unveiling new prospects in language education. Artificial Intelligence, with its advanced language processing capabilities, offers educators and students a dynamic tool to enhance various aspects of English language learning. These tools assist learners in improving grammar, syntax, and vocabulary and provide real-time feedback on writing assignments. Additionally, AI-driven language learning platforms can adapt to individual learning styles, offering personalized exercises and assessments (Rahman et al., 2023). AI tools' interactive and adaptive nature makes them valuable resources in the English language teaching landscape, fostering a more efficient and engaging learning experience for students (Tseng & Warschauer, 2023). As technology continues to evolve, the integration of AI in English language education will likely play an increasingly crucial role in shaping the future of language learning methodologies.

Incorporating AI writing tools into educational environments holds both advantages and potential drawbacks. On the positive side, these tools

have been found to enhance writing efficiency by providing instant feedback on grammar and style, helping students improve the technical aspects of their writing (Alex, 2023). Additionally, AI tools contribute to a more inclusive learning environment by assisting non-native speakers and individuals with varying writing proficiency levels (Rahman et al., 2023). However, the potential negative consequences include concerns about overreliance, which may hinder the development of independent writing skills and critical thinking. Some studies also highlight the risk of homogenization in writing styles, as AI tools may encourage a standardized approach that could stifle individual creativity (Nazari et al., 2021). The ethical dimension is another area of scrutiny, with privacy and plagiarism detection issues, as these tools analyze and store students' writing data. Considering their positive contributions and potential drawbacks, these findings underscore the need for a balanced and thoughtful integration of AI writing tools in educational settings.

AI writing tools have several roles and impacts on feedback, the quality of student writing, and the development of ideas. (Chang et al., 2021; Escalante et al., 2023; Steiss et al., 2023) Has focused on using AI writing tools to provide feedback to students and improve their writing skills. Moreover, research by (Gayed et al., 2022) found that AI writing tools can be instrumental in fostering idea development, thus aiding students in overcoming creative blocks. In particular, the tools, including Quillbot, Jenni, Chat-GPT, WordTune, Copy.ai, Paperpal, and Essay

Writer, were found to foster a comprehensive learning environment and enrich students' overall academic performance (Marzuki et al., 2023). Students are furnished with various AI and technology that could help them write English academically faster and more accurately. Utilizing AI and technology could enhance students' English academic writing skills by offering many benefits that could direct students to recognize their writing progress. Students who face difficulties in grammar, spelling, word choices, and others could use technology tools to improve their writing quality and practice their writing to get reputable English academic writing (Zulfa et al., 2023). A Digital tool powered by AI develops the student's ability to edit, check, and organize their writing within an application, and it does all of these things very efficiently (Popenici & Kerr, 2017). Research from (Hidayati et al., 2021; Karyuatry, 2018) also found that Grammarly as an AI tool improves students' essay writing quality.

Writing quality is a nuanced and multifaceted concept beyond mere grammatical correctness. It involves a comprehensive consideration of various elements aimed at achieving effective communication. Quality writing encompasses not only the technical aspects of language, such as grammar and syntax, but also the clarity of expression, coherence of ideas, and the overall organization and structure of the written piece (Murray, 2023). It goes beyond transmitting information; quality writing engages readers through thoughtful analysis, well-supported arguments, and a distinctive voice. Recognizing the diversity of writing styles, writing

quality embraces individual creativity and expression, emphasizing the importance of authenticity and a personal touch. In essence, writing quality is a dynamic and evolving skill that requires a holistic approach, combining linguistic proficiency with critical thinking, creativity, and a commitment to effective communication.

Most research on AI writing tools focuses only on writing quality as a whole, without delving specifically into the impact of these tools on aspects of students' writing quality. This shows that significant gaps in the literature exist because only some previous studies examined AI writing tools with specific aspects of writing quality. Marzuki et al., (2023) conducted research to test various Artificial Intelligence (AI) writing tools available and assess their impact on students' writing, particularly in content and organization, as perceived by English as a Foreign Language (EFL) teachers. The results of this research state that teachers agree that AI writing tools positively improve the quality of their students' writing. However, AI writing tools contribute to certain aspects of questionable writing quality. Therefore, there is still an opportunity to conduct research, especially to examine specific aspects of the writing quality of AI writing tools used by students and understand students' perspectives regarding the quality of their writing facilitated by AI writing tools.

The contribution of this research lies in its new understanding of evaluating students' perceptions when using AI writing tools, which reveals how these perceptions influence one aspect of writing quality,

namely the organization of students' writing. The novelty of this research also lies in the research methods and participants. Marzuki et al. (2023) have conducted research to test various Artificial Intelligence (AI) writing tools available and assess their impact on students' writing, particularly in content and organization, as perceived by English as a Foreign Language (EFL) teachers and using qualitative methods. Meanwhile, this research uses quantitative methods and participants from EFL students at universities.

Most research shows a growing trend towards the use of AI writing tools to assist users in their writing endeavors, particularly in the field of English as a Foreign Language (EFL) education. AI writing tools, as highlighted by Barrot (2020) and Coenen et al. (2021), designed to support learners in the writing process and contribute to improving their writing skills. However, existing AI writing tools mostly focus on post-writing stages, such as revision and editing, by providing grammar and similarity correction reports, as stated Chang et al., (2021). While AI writing tools are effective in improving written quality, there is still a gap in AI writing tools designed to organize EFL students in the drafting process. Therefore, it is necessary to explore EFL students' perceptions regarding the use of AI writing tools in organizing the drafting stage of the writing process. This research aims to explain how these tools are understood and utilized by EFL students, thereby providing information for the development of more comprehensive AI writing solutions that meet the various stages of the

writing process.

The inquiry focuses on how students learning English as a Foreign Language (EFL) can use AI writing tools to improve their writing, especially in how they organize their ideas. Organization means how students organize their ideas. Each paragraph is correctly arranged or not. The test organization is smooth in ideas, has good organization, is logically sequenced, and is cohesive. By focusing on organization, this research aims to contribute valuable insights into how technology can be leveraged to address language proficiency issues in this demographic, offering a more targeted perspective on integrating AI into language learning language and the writing process for non-native English speakers. This research then takes a unique perspective by investigating how English as a Foreign Language (EFL) students perceive the influence of AI writing tools on substantive aspects of their written organization. By exploring EFL students' subjective perceptions, this research seeks to provide different insights into the broader implications of AI writing tools on the creation process in educational contexts.

B. Scope and Limitation of the Research

The scope of this research is narrow and specific, concentrating on the use of AI writing tools employed by English as a Foreign Language (EFL) students. Additionally, it investigates the extent of students' perceptions of the use of AI in helping them develop writing organization. This research explores EFL students' perceptions, seeking to understand

how they view the role of AI in their writing organization. This research focus enables exploration of the various dynamics between EFL students and AI writing tools, providing valuable insights for educators and technology developers aiming to improve the language learning experience.

This research focuses on the limitations found in four AI writing tools such as Pro Writing Aid, Chat GPT, Essaybot, and Quillbot. It is worth mentioning that there may be other similar tools not covered in this research. To gain a comprehensive understanding of AI writing tools in various writing contexts, it is important to explore more types of tools in future research. This exploration will provide insight into the various options available and their usefulness for various writing tasks by leveraging AI writing tools.

C. Statement Of The Problems

In the relation to the background of the research above, this research is intended to examine:

1. What types AI writing tools assist the EFL students to organize their writing?
2. How do EFL student's perceive the use of AI writing tools on the quality of their writing organization?

D. Objectives The Research

Related to the research questions stated above, the objective of the research are:

1. To find out the types AI writing tools assist the EFL students to organize their writing.
2. To describe EFL student's perceive the use of AI writing tools on the quality of their writing organization.

E. Significance Of The Research

1. Theoretical Significance

This research uses theory from (H. D. Brown, 2006) regarding one aspect of writing quality, namely organization. This research also contributes valuable theoretical insights into the field of AI technology and its role in improving writing organization skills. By examining themes related to AI interventions in writing organizations, this research shows the potential of such technology to have a positive impact on language learning. An exploration of the influence of AI on the organization of writing serves as a focal point, explaining how this technological intervention can contribute to the improvement of language skills. Additionally, the findings from this research have the potential to provide a deeper understanding of the theoretical basis of AI's impact on language and writing development. Such insights can play an essential role in strengthening the theoretical foundation for future advances in

language acquisition technology and methodology.

2. Practical Significance

From a practical perspective, this research has direct implications for language teaching in educational institutions. The concrete results of this research provide actionable insights that institutions can leverage to improve teaching effectiveness. By evaluating the impact of AI writing tools on the writing organization of English as a Foreign Language (EFL) students, educational institutions can adapt their approaches to better align with the evolving language learning landscape. These findings serve as a valuable resource for language teachers, empowering them to refine their teaching tactics and apply AI tools effectively. Additionally, EFL students can benefit from making more precise use of AI technology to improve their writing skills. It is hoped that this research can provide benefits for further research by digging deeper into critical concepts in the context of other writing qualities, such as content and mechanic aspects.

F. Definition Of Key Terms

1. **AI Writing Tools:** AI writing tools refer to applications that incorporate Artificial Intelligence (AI) technologies to assist users in various aspects of writing quality.

2. **Writing Quality:** Writing quality refers to the overall standard and effectiveness of written content, encompassing various aspects such as clarity, coherence, grammatical accuracy, and stylistic proficiency.
3. **Writing Organization:** This means how students organize their ideas. Each paragraph are correctly arranged or not. The test organization is smooth in expressing ideas clearly, has good organization, is logically sequenced, and is cohesive.
4. **EFL Students:** EFL students, on the other hand, mostly learn English as a foreign language in their home country (or a country that is not an English-speaking country in general). EFL students are immersed in non-English contexts and are usually motivated by academic or personal reasons to gain language fluency.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Background

1. AI Writing Tools

Technology plays a vital role in shaping the landscape of English language education, bringing transformative change and introducing innovative possibilities for students. Technology is seen as an essential tool to help teachers facilitate language learning for their students, providing opportunities for personalized, motivating and stimulating learning experiences. The use of modern technology in English language teaching is widely understood to include methods, tools, materials and strategies that are directly related to English language teaching, leading to the improvement of the language learning process (Ahmadi, 2018). Therefore, the integration of technology in English education is seen as a driving force that departs from traditional methodologies and opens up new and exciting prospects for teachers and students.

Technology-based learning media represents a paradigm shift in education, utilizing digital tools and multimedia resources to enhance the learning experience. From interactive simulations and virtual laboratories to educational videos and online platforms, technology-enabled learning media provide educators with dynamic resources to engage students and facilitate more profound understanding. The integration of visuals,

animations and interactive elements caters to diverse learning styles, making complex concepts more accessible and encouraging active participation (Mujtaba et al., 2021). Additionally, technology-based learning media enable personalized learning experiences, allowing students to progress at their own pace and strengthen understanding (Gamage et al., 2023). This innovative approach not only enriches traditional teaching methods but also fosters a more interactive and student-centred educational landscape, preparing students to face the challenges of the digital era.

In the era of Education 5.0, Artificial Intelligence (AI) is emerging as an essential force that is changing the educational landscape by personalizing the learning experience. AI technology analyzes large amounts of data to understand students' individual preferences, learning styles, and strengths, thereby enabling the creation of customized educational content (Rane et al., 2023). Intelligent algorithms facilitate an adaptive learning platform that adapts in real time to meet each learner's unique needs. Whether it is customizing learning plans, providing targeted feedback, or offering additional resources, AI-based personalization increases student engagement and understanding (Ahmad et al., 2023). By harnessing the power of AI, Education 5.0 develops a more student-centred approach, where the educational journey becomes increasingly responsive to the diverse and evolving needs of students, ultimately optimizing the effectiveness of the learning process.

Artificial Intelligence (AI) has emerged as a breakthrough force in the stationery space, changing the way individuals approach content creation. AI-powered writing tools, such as language models and natural language processing algorithms, have become integral in assisting users in various aspects of writing, from producing coherent and contextually relevant text to providing real-time grammar and style suggestions (Karyuatry, 2018). These tools leverage massive data sets to understand linguistic patterns and context, allowing them to produce content that is not only grammatically correct but also contextually appropriate (Hidayati et al., 2021). As a result, teachers and students can benefit from increased efficiency, increased productivity, and an overall improvement in the quality of their work. AI in writing tools not only automates tasks but also fosters creativity in teachers and students by offering new insights and suggestions, thereby reshaping the content creation landscape in today's digital era.

AI writing tools offer both advantages and disadvantages for English as a Foreign Language (EFL) students. On the positive side, these tools can serve as valuable learning aids, providing real-time feedback on grammar, vocabulary, and sentence structure (Fitria, 2021a; Karyuatry, 2018; Marzuki et al., 2023). EFL students can benefit from instant corrections and suggestions, thereby speeding up their language learning process. Additionally, AI tools can offer personalized practice and adaptive learning experiences for teachers and students, catering to individual

proficiency levels and specific language challenges. However, a potential drawback lies in the risk of over-reliance, as students may rely too heavily on AI to make corrections without fully understanding the underlying language rules (Zulfa et al., 2023). There is also concern that these tools may prioritize formal correctness over encouraging creative expression or cultural nuance. Additionally, the accessibility of AI writing tools may inadvertently widen the digital divide to the detriment of students who do not have access to such technology. Creating a balance between leveraging the advantages of AI writing tools and nurturing students' independent language skills remains a crucial consideration in EFL education.

2. Writing Quality

AI writing tools play an essential role in improving the quality of students' writing by providing individualized feedback tailored to each student's specific needs. These tools analyze written content, offering personalized guidance that probes specific areas for improvement, such as grammar, syntax, or vocabulary (Alex, 2023). This targeted feedback not only helps students overcome their weaknesses but also encourages a deeper understanding of writing principles (Karyuatry, 2018). When students receive assignments tailored to their unique challenges, they can make adjustments, fostering a more comprehensive and practical learning experience. The individualized nature of feedback encourages students to improve their writing skills, contributing to a mindset of continuous improvement that significantly improves the overall quality of their written

work. In essence, AI writing tools function as personalized mentors, guiding students towards perfecting their writing skills.

The various aspects of writing quality, encompassing organization, content, grammar, mechanics, and style, collectively contribute to the overall effectiveness of written communication. According to Brown (2006) the aspects of writing quality involve a comprehensive evaluation of five distinct aspects. Firstly, organization plays a pivotal role, emphasizing the need for a clear and logical structure that facilitates a smooth flow of ideas. The second aspect of content underscores the importance of the substance and relevance of the information presented, urging writers to delve into the depth and accuracy of their content. Grammar, as the third aspect, addresses the correctness of language use, emphasizing proper syntax and adherence to grammatical rules. Mechanics, the fourth aspect, encompasses punctuation, spelling, and other technical details that contribute to the precision and clarity of the written work. Lastly, style refers to the individual expression and flair of the writer, encouraging a unique and engaging approach to communication. By considering these aspects of writing quality, writers can produce clear, engaging, and impactful work.

Embracing AI writing tools in English academic writing allows students to speed up their writing process, increasing speed and accuracy and ultimately improving overall writing quality. Students are furnished with various AI and technology that could help them write English

academically faster and more accurately. Utilizing AI and technology could enhance students' English academic writing skills by offering many benefits that could direct students to recognize their writing progress. Students who face difficulties in grammar, spelling, word choices, and others could use technology tools to improve their writing quality and practice their writing to get reputable English academic writing (Zulfa et al., 2023). Digital tools powered by AI develop students' ability to edit, check, and organize their writing within an application, and they do all of these things very efficiently (Popenici & Kerr, 2017). Research from (Hidayati et al., 2021; Karyuatry, 2018) also found that Grammarly as an AI writing tool is successful in improving students' essay writing quality.

Among all the aspects mentioned above, the organization aspect is essential in establishing the coherence and effectiveness of written communication. A well-organized aspect of writing exhibits a logical and purposeful structure, guiding the reader smoothly through the development of ideas. This involves the strategic use of introductory and concluding statements, clear topic sentences, and cohesive transitions between paragraphs (Halliday & Hasan, 1976). There are arranging information in a logical order, whether chronological, thematic, or based on other criteria, to improve overall clarity and understanding of the text. Additionally, a well-organized aspect of writing demonstrates a high level of awareness of its intended audience and purpose, adapting the structure to meet specific communication goals. Effective organization not only facilitates

understanding but also contributes to the overall impact and persuasiveness of the writing, demonstrating the writer's skill in organizing ideas in a compelling, coherent manner.

Therefore, the present research investigates different types of AI-assisted writing tools designed for English as a Foreign Language (EFL) students, aiming to understand how these tools contribute to the organization of their writing. By examining the functions and features of various AI tools, this research seeks to identify their efficacy in assisting EFL students in structuring and organizing their written content. Additionally, this research seeks to uncover EFL students' perceptions regarding the impact of AI writing tools on the overall quality of their writing organization. By exploring the capabilities of these AI writing tools and students' experiences, this research aims to provide a comprehensive understanding of the role and effectiveness of AI in shaping the organizational aspects of writing for EFL learners. Through this investigation, valuable insights can be gained to inform educators and developers about the various ways AI tools impact EFL students' writing organization skills.

3. Writing Process

The writing process is the structured approach that writers use to structure their writing quality effectively. It involves several iterative phases, including pre-writing, drafting, revising, editing, and publishing (Murray, 2023). In the pre-writing stage involves activities such as

contemplating the topic, gathering information, and planning the structure of the writing. Drafting is the stage where these ideas are organized into a cohesive text. After that, revising occurs, where writers change and refine their writing to increase clarity and effectiveness. Editing is the next stage, where the writer checks and improves aspects such as grammar, spelling, and style. Lastly, publishing is the time when writing is published or shared with its intended audience. Each phase of the writing process is interconnected, and writers often revisit earlier stages as they refine their work. Consistency in following this process ensures that the writer approaches his work systematically, resulting in well-crafted writing.

4. EFL Student's

English is a foreign language in Indonesia which is studied by students mainly to access knowledge from other countries more easily. As a second or foreign language, English is used by individuals whose mother tongue is different. In Indonesia, language education directed at learning English is often referred to as English as a Foreign Language (EFL). Typically, English is taught in schools across the country as a second language after Indonesian. Setiyadi (2006) emphasized that English still maintains its status as a foreign language in Indonesia, which shows that its study is still limited to the academic environment. As a result, the practical application of English is still limited in Indonesian society, because most individuals communicate in their mother tongue, namely Indonesian. In the context of this research, EFL students living in East Java use AI writing tools to

support the quality of their English writing.

B. Previous Studies

Various studies have delved into the different types of artificial intelligence (AI) and their impact on the quality of writing. The first study by Nasution & Fatimah (2018), researchers explored the efficacy of using ProWritingAid as an alternative tool for teachers to edit students' writing through quantitative analysis. The findings of this research revealed that integrating ProWritingAid into teaching writing could enhance the learning process, making it more engaging for students. The user-friendly interface of the web-based tool facilitated teachers in elucidating writing concepts to their students. With ProWritingAid, educators could effectively instruct students in writing techniques, empowering them to independently acquire knowledge. In contrast, my research centers on investigating the perceptions of 180 EFL students regarding the utilization of AI writing tools in organizing their writing processes.

The second previous research conducted by Song (2023) aimed to investigate the impact of Chat GPT on academic writing skills and motivation among EFL learners compared to traditional instruction methods. The study involved 50 Chinese EFL students enrolled in a Bachelor's degree program at a national university in China. Employing a mixed-method approach with interviews and test instruments, the research revealed significant improvements in writing skills and motivation among

students who received AI-assisted instruction compared to the control group. The experimental group showed enhanced proficiency in various writing aspects, including organization, coherence, grammar, and vocabulary. Qualitative insights highlighted diverse perspectives among participants, ranging from recognition of Chat GPT innovative instructional role and its positive influence on writing skills and motivation to concerns regarding contextual accuracy and over-reliance on AI. Participants also reflected on the long-term impact and sustainability of Chat GPT, emphasizing the necessity for ongoing development and adaptation of AI tools. Conversely, my research focuses on understanding the perceptions of 180 EFL students regarding the utilization of AI writing tools in organizing their writing processes, employing a quantitative survey design and questionnaires to gather insights into their perspectives and experiences.

The third previous research conducted by Fauziah & Minarti in 2023 aimed to explain the use of AI-assisted writing applications to improve academic writing skills and explain the application of these tools specifically for English as a Foreign Language (EFL) academic writing. This qualitative study collected data through analysis of writing assignments and interviews regarding the integration of Artificial Intelligence in academic writing. These findings demonstrate the use of Essaybot to generate introductory paragraphs and paraphrase them, especially for students who have difficulty starting the writing process;

however, students who can easily start writing can ignore this application. In contrast, my research focused on the perceptions of 180 EFL students regarding the utilization of AI writing tools in managing their writing processes, using a quantitative survey and questionnaire design to provide insight into students' experiences with these AI writing tools.

The fourth previous research, conducted by Kurniati & Fithriani in 2022, delves into how post-graduate students perceive Quillbot as a digital tool for English academic writing. Employing a qualitative case study design involving 20 post-graduate students majoring in English education, who were already familiar with Quillbot, the study utilized a questionnaire and semi-structured interviews to investigate participants' perspectives. Results revealed that the post-graduate students responded positively to using Quillbot to enhance the quality of their writing. Moreover, Quillbot was found to offer three main benefits: fostering positive attitudes toward writing, providing various user-friendly writing features, and aiding in language development. In contrast, my research focused on understanding the perceptions of 180 English as a Foreign Language (EFL) students regarding the utilization of AI writing tools in organizing their writing quality. Utilizing a quantitative survey and questionnaire design, my study aimed to provide insight into students' experiences with these AI writing tools in educational contexts.

The fifth previous research, conducted by Chang et al. in 2021, investigates the impact of AI-based writing feedback tool Grammarly on

the writing performance of English as a Foreign Language (EFL) students and their acceptance of this technology. In this quasi-experimental study, fifty-three EFL students from China were divided into experimental and control groups, with the former utilizing Grammarly to edit and revise essays while the latter received traditional instruction. Over a 16-week period, students' writing performance was assessed through five essays, and the experimental group's perceptions of Grammarly were gauged through surveys. Results indicated that students using Grammarly significantly outperformed those in the control group, and they appreciated the instant grammar correction provided by the AI tool. The study also identified some drawbacks of Grammarly and proposed future teaching strategies for EFL writing classes. In contrast, my research focuses on understanding the perceptions of 180 EFL students who utilize AI writing tools for organizing text structure and drafting processes, employing quantitative survey and questionnaire designs to explore their experiences with AI writing tools.

The last previous research was further conducted by Marzuki et al. (2023) on EFL teachers' perspectives on the impact of AI writing tools on the content and organization of students' writing. This previous research aimed to test various available Artificial Intelligence (AI) writing tools and assess their impact on students' writing, particularly in terms of content and organization, as perceived by English as a Foreign Language (EFL) teachers. This research collected data from four EFL teachers at three

different universities in Indonesia and highlighted the variety of AI writing tools used in their classrooms. This includes apps like Quillbot, WordTune, Jenni, Chat-GPT, Paperpal, Copy.ai, and Essay Writer. Additionally, these teachers unanimously agreed that AI writing tools positively improved the quality of their students' writing, specifically improving the quality of their content and organization. These previous studies revealed that integrating AI writing tools proved beneficial in improving the quality of EFL students' writing.

The disparities between Marzuki's earlier research and the present research are readily apparent across multiple dimensions, including their respective focuses, methodologies, and participant characteristics. Marzuki's previous research primarily centred on exploring the landscape of available AI writing tools and evaluating their impact on students' writing, relying on the perspectives of EFL teachers. This was achieved through a qualitative approach employing a case research design, utilizing semi-structured interviews with four EFL teachers across three universities in Indonesia. The emphasis in Marzuki's work was on teachers' perceptions and the tools' influence on content and organization. In contrast, the current research takes a quantitative approach with 150 until 200 participants, aiming to understand the impact of AI writing tools on a specific aspect—the organization of EFL students' writing quality. By incorporating students' perspectives and employing questionnaires, this research responds to Marzuki's research while providing a nuanced

exploration into the dynamics of AI tool usage in enhancing the writing abilities of EFL students.

Existing research has acknowledged the positive impact of AI writing tools on the overall quality of students' writing. However, there needs to be more literature regarding the specific influence of AI writing tools on various aspects of writing quality. Although previous studies have explored AI writing tools, in-depth research on how these tools influence specific aspects of students' writing still needs to be completed. Recognizing this research gap, this research focuses on English as a Foreign Language (EFL) students, aiming to investigate students' perceptions of the impact of AI writing tools on the organization of their writing. By narrowing the focus to a particular aspect of writing quality, this research seeks to contribute valuable insights into the various ways AI tools influence the organizational structure of students' writing, thereby addressing an important and thoroughly explored aspect of writing quality.

C. Theoritical Framework

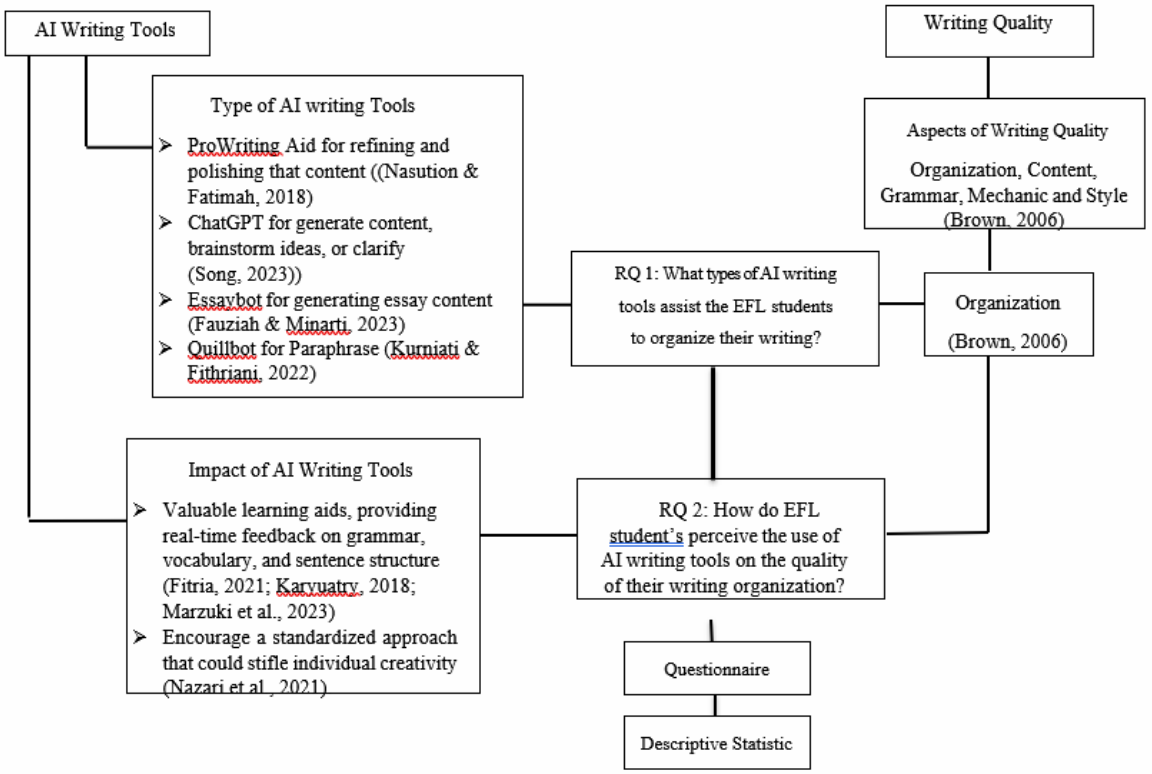

Figure 2. 1 Theoritical Framework

The theoretical framework above is used as the basis for this research to understand the concept of AI writing tools and the quality of writing used in this research. The theoretical framework above is explained as the basis for research to determine aspects of writing quality. In the writing process, to determine the impact of AI writing tools on aspects of writing quality in EFL students, researchers observed the types of AI writing tools that help organize the writing used by EFL students. (Karyuatry, 2018; Marzuki et al., 2023; Nazari et al., 2021) AI writing tools, equipped with grammar and style-checking algorithms, provide instant feedback, allowing students to overcome time constraints without compromising the quality of their writing. Brown (2006) mentions five aspects of writing quality, namely organization, content, grammar, mechanics, and style. Here, the researcher wants to analyze EFL students' perceptions of one aspect of writing quality, namely writing organization, using AI writing tools.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, several points regarding the methodology of the research are elaborated. It covers research design, subject of the research, data collection techniques, research instruments and data analysis. Those sections are provided in order to answer the research questions.

A. Research Design

In this research, the researcher uses a quantitative survey methodology, categorizes survey research and uses a questionnaire-based data collection method. Survey research, as demonstrated in this research, revolves around obtaining information to answer research questions related to EFL students' perceptions. In this specific context, the investigation explores the perceptions and experiences of EFL students regarding the impact of using AI writing tools on the organizational results of writing. Through the formulation of targeted questions and systematic tabulation of responses, the researcher seeks to gain insight into the opinions and behaviour of EFL students regarding the use of AI writing tools in organizational writing contexts. This approach is in line with survey research design, which is a methodological procedure in quantitative research where researchers conduct surveys of samples or entire populations to explain attitudes, opinions, perceptions, behaviour or characteristics of the population being studied (Creswell, 2018).

The research design used in this research is descriptive, adhering to

A research methodology that aims to explain and interpret objects in their specific context. Descriptive research, as a methodological framework, concentrates on providing a comprehensive description and interpretation of existing conditions or situations. In the context of this particular research, the focus is on describing and interpreting information obtained from responses to questionnaires administered to English as a Foreign Language (EFL) students. The main aim of this investigation is to explore the impact of using AI writing tools on the organizational aspects of their writing. This is in line with the views expressed by Aggarwal (2008) where descriptive research is basically dedicated to collecting information with the explicit aim of describing and interpreting existing conditions or situations. This principle is the basis of the methodology chosen in this research.

B. Research Variable

Variables in research serve as basic elements that form the subject of investigation, ultimately leading to the acquisition of pertinent information and the formulation of conclusive findings. Variables are everything that will be the object of research. Research variables are often stated as factors that play a role in the events to be studied (Oyebanji, 2017). In this research, the variables studied come from the research objectives that have been determined. The main focus of the first research question is to find out various types of AI writing tools that can help

English as a Foreign Language (EFL) students in composing and organizing their written organizations effectively.

This search led to the generation of X Variables, which represent the type of AI writing tools in writing organizations. Next, the second research question aims to explain EFL students' perceptions regarding the use of AI writing tools on the overall quality of their writing organization. This investigation resulted in the identification of Variable X, which represents the use of AI writing tools for writing organization. Through the aims of this research and related variables, this research seeks to contribute valuable insights regarding the integration of AI writing tools in the context of EFL education.

C. Population and Samples

1. Population

This research focuses on the population of English as a Foreign Language (EFL) students enrolled at various universities in east Java, such as Universitas Negeri Surabaya, Universitas Airlangga, Universitas Brawijaya, Universitas Negeri Malang, Universitas Negeri Jember, Universitas Nusantara PGRI Kediri, Universitas NU Sidoarjo, Universitas Tujuh Belas Agustus Surabaya, Universitas PGRI Jombang and Universitas Hasyim Asyhari Jombang, especially those using AI writing tools. The selection process for this research involved collecting data from all EFL students in East Java because it can produce findings that are more

applicable and in accordance with the needs or characteristics of the people in the area. East Java also has various universities that represent a spectrum of academic and social diversity. Selecting these universities can provide a more comprehensive representation of students at a regional level. By involving EFL students from a variety of academic institutions, this research aims to provide a comprehensive understanding of how AI writing tools are understood in this specific educational context and its potential impact on improving the structure and quality of students' written compositions. Sugiyono (2018) defines population as a generalization area consisting of objects or subjects which are certain quantities and characteristics.

2. Samples

The sampling technique used in this research is purposive sampling. Purposive sampling involves selecting participants based on predetermined criteria, as outlined by Tongco (2006). In this case, the criteria deliberately focused on individuals who are not only actively engaged in academic activities but also have direct experience with the integration of AI tools into their writing process. These targeted samples enhance the research capacity to produce meaningful insights and focused findings regarding EFL students' perceptions of the impact of AI writing tools on their academic writing. For this research, samples were taken from 180 English as a Foreign Language (EFL) students from a total population of more than 300 EFL students in Indonesia (Suwartono, 2024).

As stated by Sugiyono (2018), the selected sample represents part of a larger population, taking into account its numerical composition (minimum of 100 participants) and characteristics.

D. Data Collection Procedures

The data collection procedure is the process of obtaining data information. Researchers used several steps to obtain data:

1. The researcher prepared a questionnaire (see Appendix 2) as an instrument used in research.
2. The researcher seeks validation and reliability by asking to check the meaning of each statement.
3. The researcher tested the instrument on 37 other respondents. Data collection can be used to determine whether an item is valid or not.
4. Instruments distributed to EFL students via Google form via this link: https://bit.ly/TheUseofAIWritingToolsonEFLStudentsWritingOrganization
5. Then, the researcher contacted EFL students to find out the results of the instrument.
6. After obtaining the data, the researcher analyzed the data results using the SPSS 27.0 Windows program.

E. Research Instrument

Research instruments are the most important tool for collecting data. According to Arikunto (2010) research instruments are tools used by researchers to determine or measure certain personal abilities. In conducting this research, researcher used one instrument, namely a questionnaire. A questionnaire is a collection of questions and statements given to the sample, which can be multiple choice or a table. Sugiyono (2013) explains that a questionnaire is a data collection technique by asking respondents several questions or statements. In this research, the researchers developed a comprehensive questionnaire, which the principal investigator carefully compiled through a synthesis of insights drawn from various scientific references. This questionnaire is designed with a three-level structure. It covers the field of AI researchering tools, the overall perception of AI writing tools, and eight key aspects of organizing in writing.

The first research question specifically delves into the field of AI researchering tools, drawing inspiration from sources such as (Alammar & Amin, 2023; Chang et al., 2021; Fauziah & Minarti, 2023; Hidayati et al., 2021; Imran, 2022; Karyuatry, 2018; Kurniati & Fithriani, 2022; Marzuki et al., 2023; Perdana & Farida, 2019; Song, 2023; Syahnaz & Fithriani, 2023), This section of the questionnaire systematically explores the different types of AI writing tools identified in previous research, with a particular focus on their efficacy in improving the overall quality of

students' written work. The researcher adapted the content of the questionnaire to align with the specific aims of the research, concentrating on the types of AI writing tools that had a measurable impact on the organization of students' writing. (See Figure 3.1)

The second research question includes a carefully formulated questionnaire centred on AI writing tools. Based on the main reference, namely (Fauziah & Minarti, 2023; Fitria, 2021b; Marzuki et al., 2023; Sumakul et al., 2022; Utami et al., 2023), this questionnaire was designed to measure the overall perception of AI writing tool assistance and its impact on writing quality, as described in previous research. The researcher adapted the content of the questionnaire to align with the specific aims of the research. In this case, the focus lies on explaining EFL (English as a Foreign Language) students' perceptions regarding the influence of different types of AI writing tools on the organization of their written work. By synthesizing insights from these references, the questionnaire seeks to uncover different relationships between EFL students' perceptions and the impact of AI writing tools on the organization of their writing. (See Figure 3.1)

This research also crafted a questionnaire about aspect organization in writing, with reference taken from a rubric created by J. D. Brown & Bailey (1984). This rubric serves as a comprehensive framework, illustrating eight key aspects that are important in organizing writing. The researcher skillfully adapted these eight aspects, which consisted of

perceptions inorganizing introduction, body paragraph, conclusion, assisting in outlining the draft, assisting in making clarity and conciseness, coherent assisting in making transitional expressions, topic sentences, relevant and credible evidence. By incorporating these elements into a questionnaire, this research aims to determine EFL (English as a Foreign Language) students' perceptions of the impact of different types of AI writing tools on their writing organization. The questionnaire, aligned with the research objectives, probed various aspects of students' perceptions, providing valuable insights into how AI writing tools impact the organization in. their writing. (See Figure 3.1)

Variable	References	Components	Items
RQ 1 Type of AI Writing Tools in Writing Organization (X)	(Alammar & Amin, 2023; Fauziah & Minarti, 2023; Kurniati & Fithriani, 2022; Nasution & Fatimah, 2018; Song, 2023; Syahnaz & Fithriani, 2023)	The tools suggested from previous research 1. ProWritingAid (Nasution & Fatimah, 2018) 2. Chat GPT (Song, 2023) 3. EssayBot (Fauziah & Minarti, 2023) 4. Quilboot (Alammar & Abdel-Reheem Amin, 2023; Kurniati & Fithriani, 2022; Syahnaz & Fithriani, 2023)	1,2,3,4

RQ 2	(Fauziah & Minarti, 2023) (Sumakul et al., 2022) (Marzuki et al., 2023b) (Fitria, 2021a) (Utami et al., 2023)	The overall Perception Assistance of AI Writing Tools	6,7,8,9,10 11,12
The use of AI writing tools for writing organization (X)	(J. D. Brown & Bailey, 1984)	Perception organizing in the introductions	13,14,15, 16,17
		Perception in the organizing the body paragraph	18,19,20 21,22
		Perception organizing in the conclusions	23,24,25 26,27
		Assisting Outlining the draft	28,29,30 31,32
		Assisting in making clarity and conciseness	33,34,35 36,37
		Assisting in composing topic sentence	38,39,40 41,42
		Assisting in making transitional expressions	43,44,45 46,47
		Assisting in the use of relevant and credible evidence	48,49,50 51,52

Figure 3.1 Blue Print Questionnaire

With a Likert scale, the variables to be measured are translated into indicator variables. Then, these indicators are used as a starting point for compiling instrument items, which can be in the form of statements or questions. Then, this statement will be processed to produce a conclusion. Interpretive figures are needed to determine the results of respondents' answers. This interpretive number is used in every quantitative research to manage raw data to obtain final results, whether the respondent strongly agrees, agrees, disagrees or strongly disagrees with the statement.

Before administering the research instrument to respondents, ensuring their ability to collect valid and reliable data is paramount. To ensure the trustworthiness and effectiveness of the instrument, rigorous validity and reliability tests were conducted. This assessment is very important in measuring the accuracy and consistency of data collected through the instrument. Validity tests ensure that the instrument accurately measures what it is intended to measure, providing confidence in the relevance of the data obtained. Simultaneously, reliability testing assesses the consistency and stability of the instrument during repeated administration, thereby strengthening the reliability of the data collected. By conducting this careful testing, researchers can establish the strength of the instrument, instil confidence in the subsequent data collection process, and increase the overall credibility of the research findings.

E.1 Validity of The Instrument

Valid data is (data that does not differ) between the data reported by the researcher and the data that actually occurred on the research object. According to Sugiyono (2018), research results are valid if there are similarities between the data collected and the data that actually occurs on the object being studied. If the object is coloured red, while the data collected provides white data, then the research results are invalid.

In designing a research questionnaire to explore EFL (English as a Foreign Language) students' perceptions of the use of AI in their organizational writing, selecting construct validity. Construct validity tests how good the results obtained are when using measurements with existing theory (Ghozali, 2016). Construct validity is obtained by correlating the score of each statement item with the total score of all items. A high and positive correlation indicates conformity between item function and the overall scale. The correlation coefficient between items and the total score uses part-whole correlation techniques. Determining the validity of items uses a significance level of 5% or a chance of error ≤ 0.05. If the chance of error is greater than 0.05, this means that the instrument item being assessed must be discarded and must not be used as

material for research analysis.

The validity requirement for an item is (α = 0.05) with the conditions that apply in correlation, namely:

- If r count > r table, then the questionnaire is valid
- If r count < r table, then it can be said that the questionnaire item is invalid

Based on the first run, the result of the questionnaire's validity to the 52 items showed that 51 of the items were valid research (See appendix 3). It means that the instrument could be used in this research. The data were consulted with the table at a significant level of 5% (α =alpha = 0.05). There were 180 students; meaning that N=180 with df = N – 2 = 180 – 2 = 178. The writer took df 178, so the table acquired was 0.148. From the table above, the test items were valid because robserved>rtable. Based on the table above, the results obtained from the questionnaire validity test were that 51 questionnaire items from the 52 questions were declared valid. Valid question items include numbers 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12,13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34,35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51 and 52. On the other hand, there were invalid question items identified, especially three items found in questions number 5. As a result, these invalid items were excluded or discarded from the analysis. All 51 valid questionnaire items contribute to research assessments and findings, thereby maintaining the integrity and accuracy of the results. This means that 51 questionnaire items can be used in this

research.

E.2 Reliability of The Instrument

Instrument reliability is a requirement for testing the validity of the instrument. The reliability test is carried out after the validity test, and the test is a valid question or statement. According to (Sugiyono, 2018) a reliable instrument is an instrument that, when used several times to measure the same object, will produce the same data. Therefore, although valid instruments are generally reliable, testing the instrument's reliability needs to be carried out (Sugiyono, 2018). The reliability coefficient is between 0.50-0.60. In this research, the researcher chose 0.6 as the reliability coefficient. The criteria for testing:

- If the reliability coefficient value is > 0.6, then the questionnaire instrument in the overall form of the scale is declared reliable or reliable.
- If the reliability coefficient value is <0.6, then the questionnaire instrument in the scale form is not reliable and is not suitable for use in collecting data.

According to Cohen et al. (2007) the guidelines for reliability is as follows:

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable

5	<0.60	Unacceptably low reliability

Figure 3.2 Category of Reliability

In this research, the researcher used software SPSS 24 version which calculates the reliability of questionnaire. The result of questionnaire reliability is as follows:

N of Items	Cronbach's Alpha	Reliability Coefficient Value	Result
51	0.973	0.6	Very Highly Reliable

Figure 3.3 Reliability of Questionnaire

The reliability value of the questionnaire was 0.973. It was categorized into very highly reliable level.

F. Data Analysis

After a comprehensive data collection process involving approximately 180 English as a Foreign Language (EFL) students, the researchers proceeded to the data analysis stage. The main objective at this stage was to evaluate the extent to which artificial intelligence (AI) writing tools could influence the organizational aspects of students' writing. The data analysis method chosen was descriptive statistics as proposed by (Sugiyono, 2013) Descriptive statistics aims to provide a comprehensive picture of the subject under investigation using sample or population data in its raw form. In contrast to the analytical approach, descriptive statistics does not draw conclusions that can be widely applied to the general public, but instead focuses on presenting a clear and comprehensive picture of the results of the observed data. This analytical strategy aims to reveal deep insights into the specific impact of

AI writing tools on EFL students' organizational writing. This will help the researcher to answer the following research questions.

1. What AI writing tools help the EFL students to organize their writing?
2. How do EFL students' perceive the use of AI writing tools on the quality of their writing organization?

This research uses descriptive analysis and frequency distribution tables to answer research questions. The rationale behind preparing frequency distribution tables lies in managing large amounts of data because if presented in a regular table, it becomes inefficient and less communicative (Sugiyono, 2013). The primary purpose of creating a frequency distribution table in this context is to differentiate the types of artificial intelligence (AI) commonly used by students and to measure persent English as a Foreign Language (EFL) students towards the use of AI writing tools, with a focus on its impact on their organizational writing. The data will then be represented graphically through bar charts, accompanied by a detailed analysis of the results, thus explaining EFL students' perceptions of using AI writing tools in their writing organization.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding (Data Presented and Analysis)

This section presents and discusses findings related to the research question regarding EFL students' perceptions of the use of AI writing tools in writing organizations. The discussion is shown through the interpretation of the results shown in bar chat which are explained by the questionnaire findings. Research findings from questionnaires taken from 180 EFL students from Universitas Negeri Surabaya, Universitas Airlangga, Universitas Brawijaya, Universitas Negeri Malang, Universitas Negeri Jember, Universitas Nusantara PGRI Kediri, Universitas NU Sidoarjo, Universitas Tujuh Belas Agustus Surabaya, Universitas PGRI Jombang and Universitas Hasyim Asyhari Jombang, especially those using AI writing tools.

A.1 Type of AI Writing Tools in Writing Organization

This perspective of Al writing tools in writing organizations from the perspective of EFL (English as a Foreign Language) students opens a new window in the understanding of how this AI writing tools impacts their writing organizations. Based on the data presented in the figure 4.1, it can be concluded that ProWritingAid is the type of AI writing tool most used by EFL students to improve the organization of their writing. With an agreement rate of 60.60%, almost all EFL students agree that this AI

writing tool can improve their writing organization. It can be concluded Pro Writing Aid provides an efficient way for EFL students to edit and improve the organization of their writing.

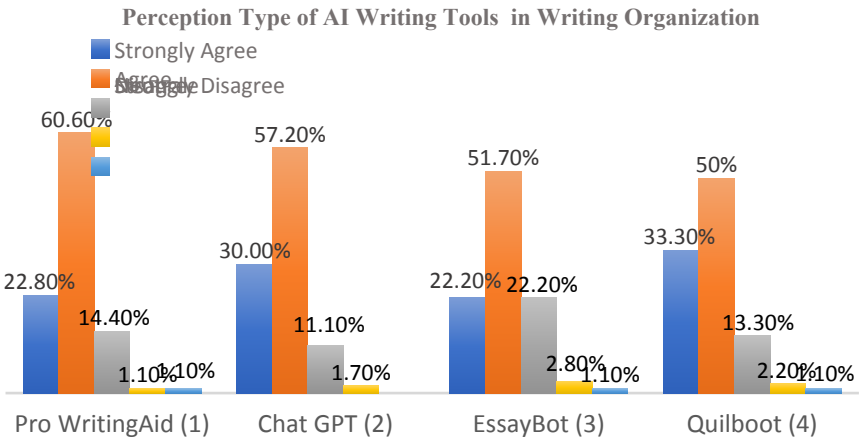

Figure 4. 1 EFL Students' Perception on the type of AI writing tools

From the figure 4.1 provided, it can be seen that the AI writing tool that is rarely used by EFL students to improve their writing organization is Quilboot. 50% of EFL students chose Quilboot based on data from the questionnaire given. This suggests that Quilboot is not very popular among EFL students in the context of using it to organize the organization of their writing.

A.2 The Organization in Writing using AI Writing Tools

A.2.1 The Overall Perception

The overall perception of Al writing tools depicts a positive view of the overall use of Al writing tools. In this perspective, Al writing tools are considered to have a positive impact on EFL students. Based on the

information presented in Figure 4.2, it can be concluded that EFL students' overall perception of the use of AI writing tools has both positive and negative impacts on writing organization. On the positive side, the use of AI writing tools contributes to improved writing by helping to create a clearer structure in the text. Additionally, it increases students' confidence in their writing abilities and helps produce comprehensive content.

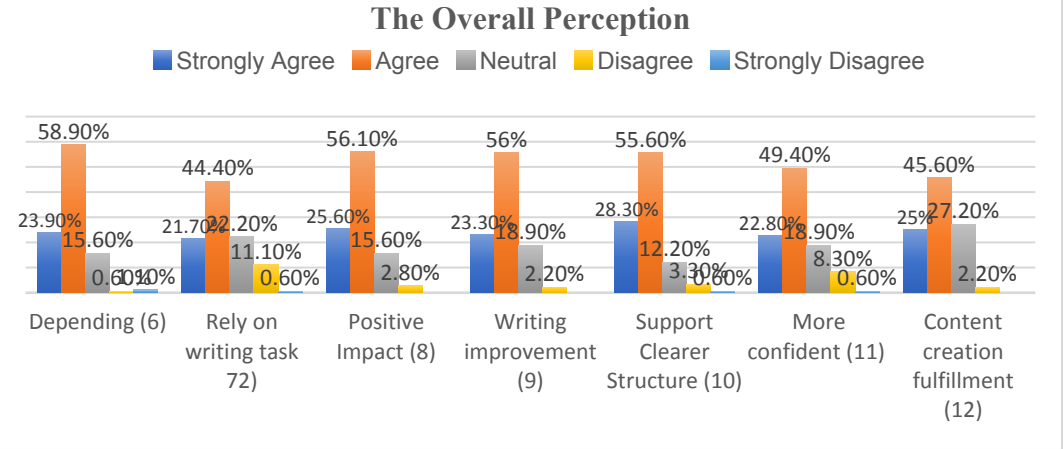

Figure 4. 2 The Overall Perception

However, there are also negative impacts associated with using AI writing tools. This includes students who become too dependent on AI writing tools for everything other than writing and rely on these tools to complete writing assignments. Dependence on AI tools can hinder the development of students' independent writing skills and critical thinking abilities. Therefore, although AI writing tools offer significant benefits in writing organization, it is important to strike a balance between using them effectively and ensuring that EFL students develop their own writing competencies.

A.2.2 The Organization Writing Text using AI Writing Tools

A.2.2.1 Perception in Organizing the Introductions

In the context of using Al writing tools to organize introductions, perception refers to the way in which the writer organizes and presents information with a clear purpose. Interpreting the data illustrated in figure 4.3, it can be inferred that AI writing tools play an important role in improving the overall quality of introductions in written compositions. These tools contribute to improving the organization of introductions by facilitating the development of engaging and effective introductory paragraphs. AI writing tools help overcome common challenges associated with creating introductions, such as providing inspiration for creating introductions.

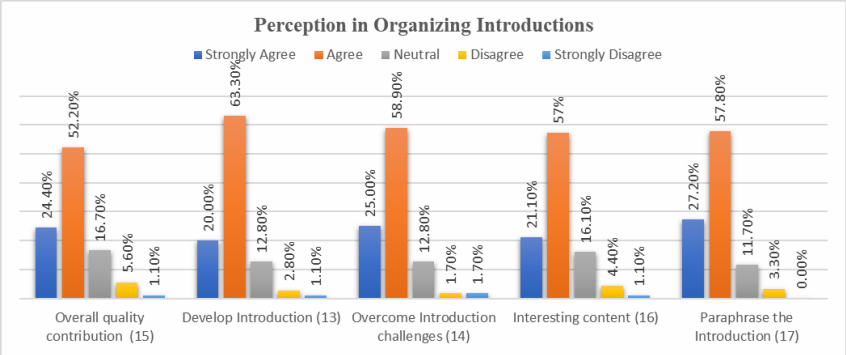

Figure 4. 3 Perception in Organizing the Introductions

AI writing tools help produce interesting and engaging content for introductions, thereby increasing the overall appeal and readability of the text. AI writing tools offer the ability to paraphrase introductory content, allowing users to present ideas in more unique and varied ways. Overall, the data shows that AI writing tools contribute significantly to improving

the quality and effectiveness of introductory sections in writing assignments.

A.2.2.2 Perception in Organizing the Body Paragraph

Perception of organizing body paragraphs refers to the way in which a text is logically structured. The use of AI writing tools can organize paragraphs more efficiently. Based on the information depicted in figure 4.4, it can be assumed that AI writing tools serve as an important aid in improving the quality of body paragraphs in writing assignments for EFL students. This tools facilitate refinement by providing transition words, which help create smooth transitions between ideas and paragraphs. Additionally, they help develop cohesiveness in body paragraphs, ensuring that content flows logically and effectively.

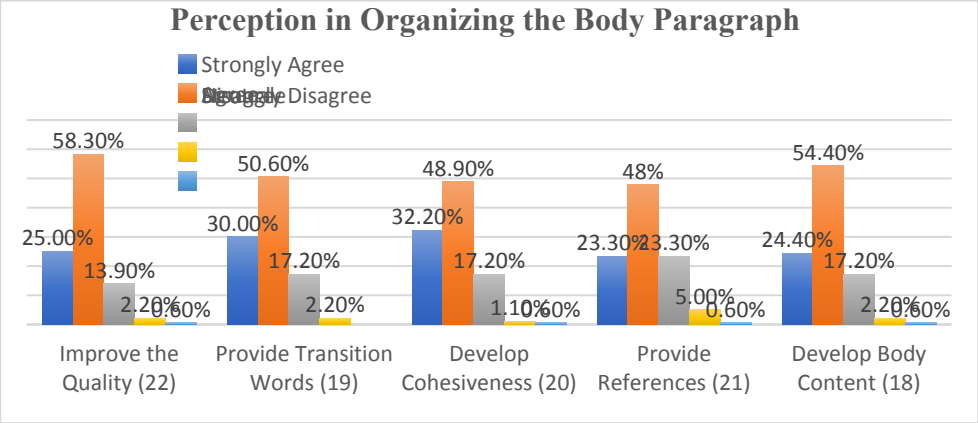

Figure 4. 4 Perception in Organizing the Body Paragraph

AI writing tools offer support by providing references, helping EFL students integrate outside sources or evidence into their writing. Finally, these tools contribute to the development of content content by suggesting relevant and insightful information or ideas to strengthen

students' arguments or analysis. Overall, the use of AI writing tools proved to play an important role in improving the quality and coherence of body paragraphs, thereby increasing the overall effectiveness of EFL students' writing assignments.

A.2.2.3 Perception in Organizing the Conclusion

Perception in organizing conclusions is about how conclusions are logically generated from the evidence that has been presented. In this research, AI writing tool was used to help formulate conclusions more effectively. From the figure 4.5 presented, it can be surmised that formulating conclusions using effective AI writing tools is not just about summarizing important points. A successful conclusion includes a cohesive synthesis of main ideas while integrating credible and relevant sources. By combining these elements, researchers not only provide readers with a comprehensive picture but also enhance readers' impressions of their writing. Achieving this requires careful attention to how ideas are presented and interconnected.

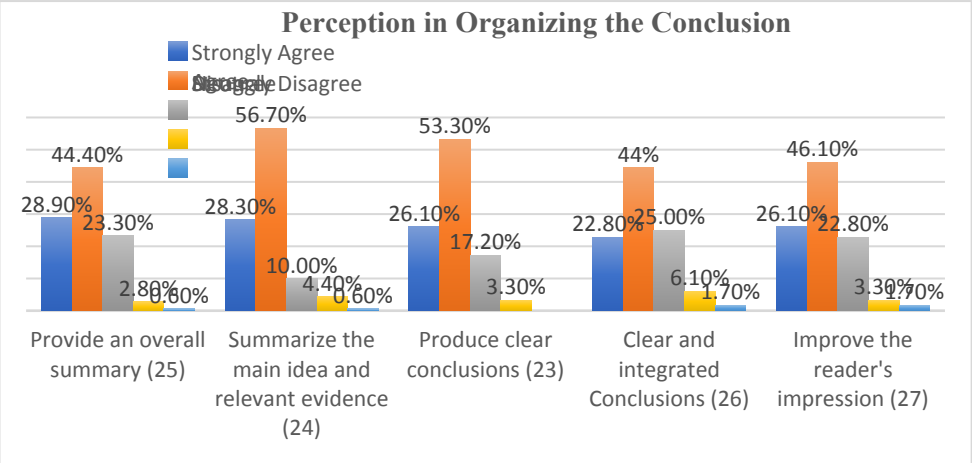

Figure 4. 5 Perception in Organizing the Conclusion

Organizing content logically and coherently in conclusion using AI writing tools, writers can communicate their message effectively and facilitate readers' understanding of key points. In essence, a well-organized conclusion serves as an important component in guiding the reader through the text and reinforcing the importance of the researcher's argument or findings.

A.2.3 Perception in the Use of AI Writing tools for Organizing the Draft Writing

A.2.3.1 Assisting in Outlining the Draft

Assisting in outlining the draft is about the extent to which the arrangement of materials follows a clearly defined plan. From the figure 4.6 presented, it can be deduced that the use of AI writing tools in outlining the drafting process makes several positive contributions. First, AI writing tools helps develop logical ideas in drafts, helping writers structure their thoughts coherently. This not only improves the overall flow of the text but also ensures that ideas are presented logically and effectively. Additionally, AI writing tools help improve coherence across drafts, ensuring that content is cohesive and connected, ultimately improving readability and audience understanding.

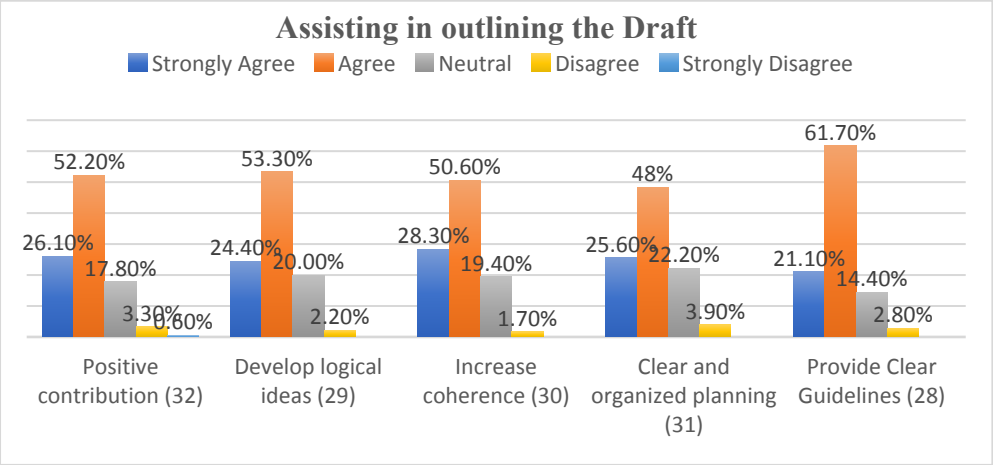

Figure 4. 6 Assisting in Outlining the Draft

Additionally, AI writing tools facilitate clear and organized planning by providing tools and frameworks for writers to structure their drafts effectively, thereby simplifying the writing process. Lastly, AI writing tools offer clear guidelines for creating an outline, ensuring that writers have a roadmap to follow during the drafting phase, which can help maintain focus and direction. Overall, these positive contributions underscore the importance of incorporating AI into the outlining process, ultimately improving the quality and effectiveness of written communications.

A.2.3.2 Assisting in Composing the Topic Sentences

Assisting in composing topic statements refers to the ability to state topic statements clearly, so that readers can quickly understand the main idea and purpose of a communication. In this research, Al writing tools was used to help achieve this goal. Based on the insights provided in Figure 4.7, it can be suggest that with respect to EFL students' perceptions of topic sentences, the AI writing tool shows effectiveness in composing such statements. These tools excel in several key areas, including generating creative ideas for a topic, speeding up the writing process, minimizing grammatical errors, and offering trending topic suggestions. By leveraging AI writing tools, students can access many innovative ideas and suggestions that may be difficult to do independently.

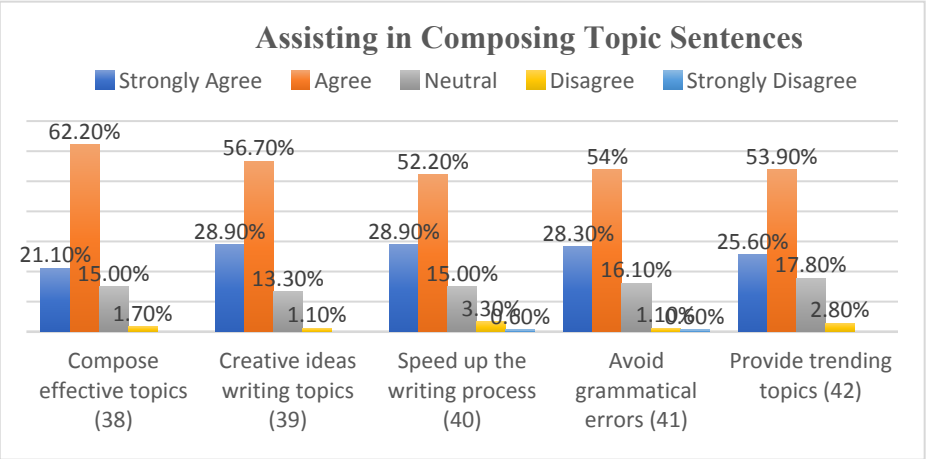

Figure 4. 7 Assisting in Composing Topic Sentences

The efficiency of AI writing tools in speeding up the writing process allows students to focus more on structuring their content rather than getting bogged down with topic formulation. Additionally, AI writing tools' ability to

identify and correct grammatical errors improves the overall quality of writing. Additionally, providing trending topics ensures students engage with contemporary themes, so their writing remains relevant and interesting. In summary, the integration of AI writing tools in the composition of topic statements presents a promising avenue for improving EFL students' writing experiences and outcomes.

A.2.3.3 Assisting in Making Clarity and Conciseness

Assisting in making clarity and conciseness is about how a text is written clearly and concisely, so that the message conveyed is easy to understand without unnecessary complexity or ambiguityBased on the insights provided in figure 4.8, it is evident that EFL students' perceptions of clarity and conciseness when using AI writing tools can improve clarity and conciseness in writing. EFL students can focus on expressing their ideas concisely and directly, avoiding unnecessary repetition of words. Additionally, a thorough understanding of language structure and conventions allows students to construct sentences and paragraphs more effectively, resulting in clearer communication.

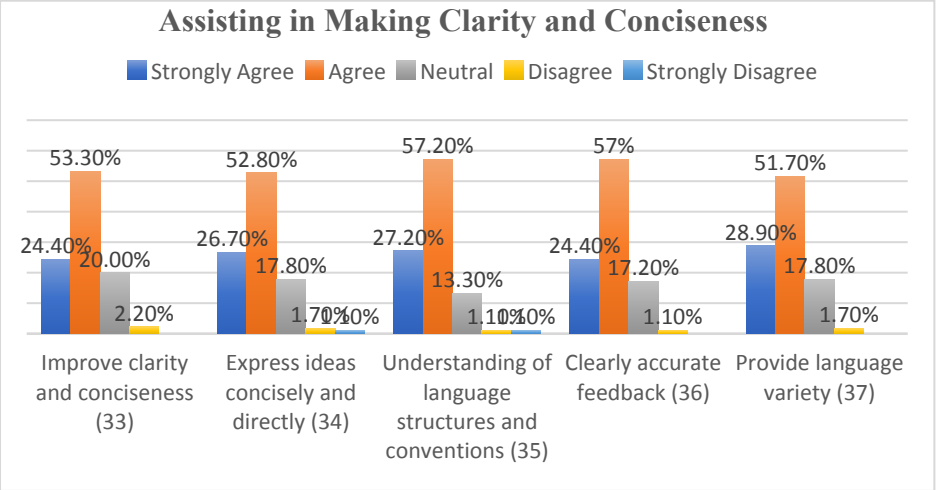

Figure 4. 8 Assisting in Making Clarity and Conciseness

Clear and accurate feedback from AI writing tools helps students identify areas for improvement, thereby facilitating refinement of their writing to make it clearer and more concise. Lastly, offering a variety of languages in AI writing tools ensures diversity and addresses diverse student needs, encouraging better understanding and expression of ideas across different linguistic backgrounds. By prioritizing these aspects, EFL students can optimize their use of AI writing tools to increase clarity and conciseness in their writing tasks.

A.2.3.4 Assisting in Making Transitional Expression

Assisting in making transition expression is about how transitions in writing are seamlessly integrated to guide the reader through changes in ideas or topics. Based on the data depicted in figure 4.9, it can be assumed that EFL students consider AI writing tools to be very effective in

increasing the use of transitional expressions in writing assignments. The figure shows that these tools play an important role in improving the quality of transitional expression by providing suggestions for transitional phrases, facilitating smoother transitions between ideas, and improving overall coherence in written compositions.

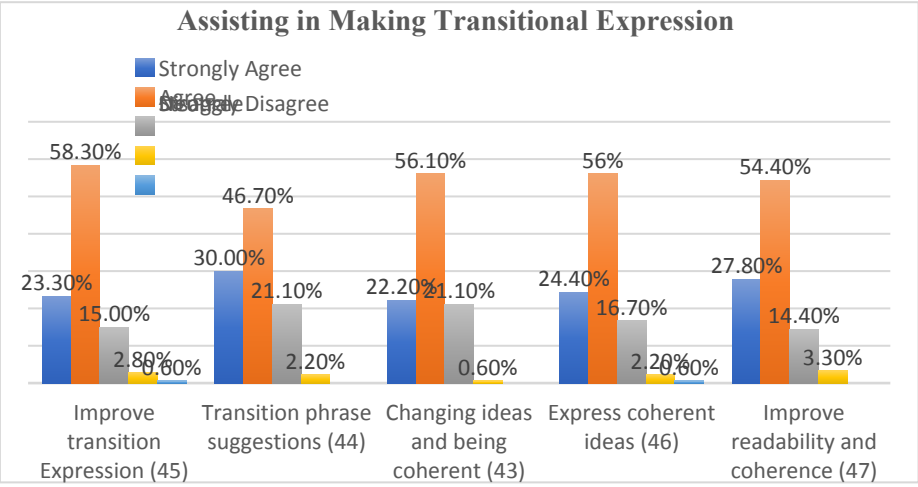

Figure 4.9 Assisting in Making Transitional Expression

AI writing tools contribute to increasing the coherence of ideas presented in the text, thereby improving readability and ensuring consistency throughout the writing. This shows that AI writing tools serve as a valuable aid for EFL students in mastering transitional expressions, ultimately resulting in smoother and better structured writing tasks.

A.2.3.5 Assisting the Use of Relevant and Credible Evidence

Assisting the use of relevant and credible evidence is about how a piece of writing is supported by relevant and trustworthy evidence. Based on the findings depicted in Figure 4.10, it can be inferred that AI writing

tools have a significant effect on EFL students' perceptions regarding the relevance and credibility of evidence in their writing. These tools play an important role in providing relevant and reliable evidence to support generalization in writing assignments.

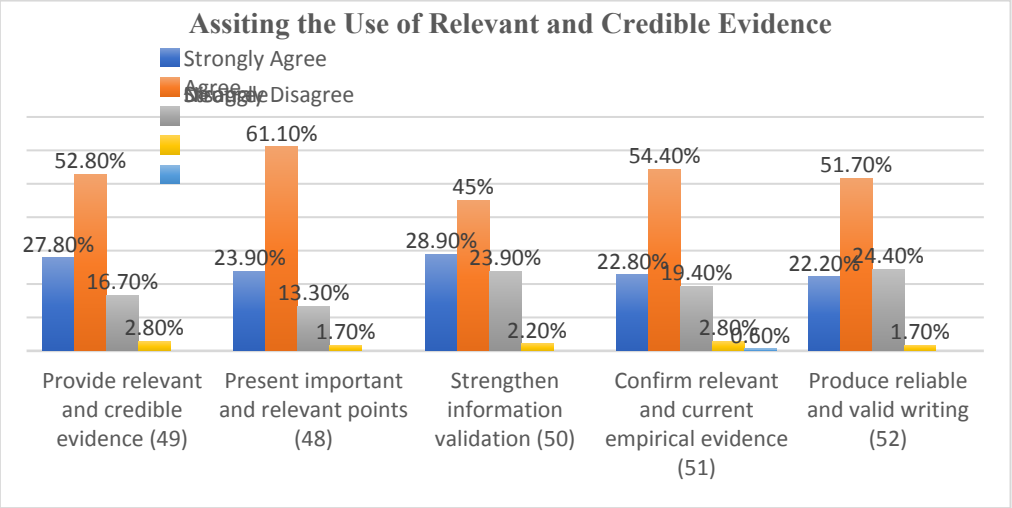

Figure 4.10 Assisting the Use of Relevant and Credible Evidence

AI writing tools presenting key points that support the argument, increasing the validation of the information provided, ensuring the inclusion of current and relevant empirical evidence, and ultimately producing reliable and valid writing. This suggests that AI writing tools serve as valuable aids in guiding students in creating stronger and more meaningful written tasks, thereby improving the overall quality of their compositions.

B. Hypothesis Testing

In this research, hypothesis were eliminated because the research methodology focuses on descriptive analysis. Descriptive statistical

analysis is used to describe and summarize the data that has been collected. The main goal is to provide a clear picture of data characteristics (Ary et al., 2010). This analysis helps researchers understand the structure and patterns of the data, but does not make inferences about the broader population. Given the research objectives, descriptive analysis served as the primary approach to explore insights regarding the first research question: "What types of AI writing tools help EFL (English as a Foreign Language) students in organizing their writing?" Apart from that, to answer the second research question, “How do EFL students' perceive the use of AI writing tools on the quality of their writing organization?” By utilizing descriptive analysis, this study aims to provide a detailed examination and interpretation of the phenomenon under investigation using frequency distribution table, providing valuable insights into the efficacy and acceptability of AI writing tools among EFL students.

C. Discussions

The research was conducted to find out "What types of AI writing tools help EFL students in organize their writing?" Apart from that, to answer the second research question, “How do EFL students' perceive the use of AI writing tools on the quality of their writing organization?”

A.1 Type of AI writing tools in writing organization

The findings show that among the four AI writing tools examined for managing English as a Foreign Language (EFL) students' writing,

ProWritingAid emerged as the most useful, with the highest percentage of 60.60%. Following then is ChatGPT with 57.20%, EssayBot with 51.70%, and Quillbot at the bottom with 50%. These results are in line with Schmidt-Fajlik's (2023) research, which highlighted ProWritingAid's advanced grammar and spell checking features, along with detailed explanations and suggestions, even though the interface may be more complex compared to Grammarly. Nasution & Fatimah (2018) further emphasize ProWritingAid's role in improving essays through diversifying the use of vocabulary, thus facilitating a smoother expression of ideas. On the other hand, Quillbot's limited popularity was proven by Utami et al. (2023), stems from inconsistent sentence generation, requiring manual verification, highlighting the challenges faced with various AI researchering tools.

In conclusion, there is no superior AI writing tool, despite Quillbot being the lowest writing organization tool but it did not score below 50%, as each AI writing tool offers different features that meet specific user needs. It's important to choose tools that align with student needs and proficiency levels to optimize writing organization and effectiveness.

A.2 The Organization in Writing Using AI writing tools

A.2.1 The Overall Perception

The results of this reasearch interestengly the different impacts of AI writing tools on the organization of writing among EFL students, providing both positive and negative results. Positively, these tools

facilitate clearer text structures and improve the quality of writing by assisting with grammar, spell checking, generating ideas, and offering style and structure suggestions, as Alex (2023) points out. Additionally, they increase students' self-confidence and support the creation of comprehensive content, as observed by Nazari et al. (2021).

The latest findings from this research highlight the potential negative impacts of over-reliance on AI writing tools, which can hinder the development of independent writing and critical thinking skills. Additionally, there is an increased risk of plagiarism stemming from over-reliance on auto-suggestions, which can hinder originality and creativity in writing. Schmidt-Fajlik's (2023) study emphasizes that even with tools like ChatGPT, plagiarism remains a concern and can proliferate during the writing process. These findings underscore the importance of adopting a balanced approach in integrating AI writing tools into the classroom. Rather than viewing it as a substitute, students should be encouraged to utilize it as an aid, encouraging skill development and upholding integrity in writing practice.

A.2.2 The Organization of Writing Text Using AI Writing Tools

The research results show the important role of AI writing tools in improving various aspects of writing organization, especially in the organization of introductions, body paragraphs, and conclusions. This writing tool has proven invaluable in producing engaging introductory paragraphs by offering creative suggestions and paraphrasing capabilities, as demonstrated by Kurniati & Fithriani (2022). Additionally, they increase coherence and development of ideas in body paragraphs through providing transition words and support in integrating external sources, as noted by Fauziah & Minarti (2023). Additionally, AI writing tools help in synthesizing main ideas and incorporating credible sources in the conclusion, thereby increasing reader understanding and engagement. The findings of Tambunan et al. (2022) highlight the comprehensive support offered by AI writing tools, which includes grammar and punctuation improvements, real-time suggestions, and improved clarity and delivery. Through strategic utilization of these tools, writers can convey their message effectively, ensuring clarity and coherence throughout their writing, ultimately encouraging reader comprehension and engagement.

A.2.3 Perception in the Use of AI Writing Tools for Organizing the Draft Writing

These research findings underscore the significant benefits of integrating AI writing tools into the development of specific writing skills.

In particular, these tools play an important role in enhancing the coherence and effectiveness of textual flow by encouraging the development of logical ideas. In addition, they contribute to ensuring the cohesion of the entire draft, thereby improving readability and facilitating audience understanding. This conclusion is strengthened by supporting evidence presented in previous research by Khalifa & Albadawy (2024) which highlights the role of AI writing tools in facilitating the smooth articulation of ideas, structuring content in a way that is conducive to effective communication.

This findings show that AI writing tools play an important role in improving the clarity and organization of the writing process. These tools offer a range of frameworks and features that simplify drafting, thus simplifying the overall writing journey. By providing clear outlines and guidelines, AI writing tools help writers maintain focus and direction throughout their work. Supported by research conducted by Fitria (2021), Karyaatry (2018), and Perdana & Farida (2019), these tools offer functionalities such as automatic grammar checking, content structuring, and correction suggestions, thereby enabling writers to produce coherent narratives. and interesting. Additionally, the intuitive interface and intelligent algorithms of AI writing tools not only increase productivity but also stimulate creativity by freeing writers from daily tasks and creating an environment conducive to concentrated thought and expression. In essence, AI writing tools serve as indispensable tools in the modern

writing landscape, empowering writers to produce high-quality content efficiently and effectively.

The integration of AI writing tools into the outlining process has been highlighted as an important advancement, significantly improving the quality and efficacy of written communications. In particular, these findings highlight the important role of AI tools in assisting EFL students in constructing effective topic sentences. These tools demonstrate proficiency in generating innovative ideas, speeding up writing assignments, correcting grammatical errors, and proposing trending topics, thus simplifying the writing process. With support from research conducted by Marzuki et al. (2023) and Zulfa et al. (2023), it is proven that AI writing tools play an important role in fostering creativity, improving writing fluency, and offering insightful suggestions. Additionally, in terms of clarity and conciseness, AI writing tools provide invaluable assistance by facilitating the expression of ideas and providing constructive feedback, thereby meeting the needs of students from diverse language backgrounds. Overall, the integration of AI writing tools serves to improve writing experiences and outcomes, marking a significant advancement in English education technology.

This research suggest that AI writing tools play an important role in improving the integration of transitional expressions, thereby improving the coherence and organization of written compositions. Additionally, these tools exert a profound influence on EFL students' perceptions of the

credibility and relevance of evidence, facilitating the articulation of strong arguments supported by reliable evidence. The study by Almaiah et al. (2022), Gayed et al. (2022), and Nazari et al. (2021) assert that the accessibility and efficacy of AI writing tools empower students to browse vast repositories of information, critically assess sources, and adequately incorporate relevant evidence into their writing. These findings collectively underscore the important role of AI writing tools in supporting various aspects of writing proficiency among EFL students, ultimately enriching their writing quality and outcomes.

The findings of this study highlight the common use and positive perception of AI writing tools such as Pro Writing Aid, Chat GPT, Essaybot, and Quilboot among EFL students carrying significant implications for English language learning practices. First, the popularity of these tools underscores the growing recognition of technology's role in supporting language acquisition and composition skills. EFL educators can take advantage of this trend by integrating these tools into their teaching methodology, thereby providing EFL students with additional resources to improve their writing proficiency. Additionally, the identified benefits of these AI writing tools in improving organization, clarity, and conciseness suggest that incorporating them into language learning practices can assist EFL students in mastering key aspects of effective writing, which is critical for academic and professional success . Additionally, the ability of these tools to help construct topic statements, refine transitional

expressions, and present supporting evidence can help EFL students develop a deeper understanding of oratory strategies and argumentation techniques. Therefore, by using AI writing tools in English learning practices, educators can equip EFL students with the skills and resources necessary to excel in efforts to improve the quality of their writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this research, it was found that English as a Foreign Language (EFL) students used various AI writing tools to improve the organization of their writing, with positive perceptions of these tools. Of the four types of AI writing tools that were discussed previously, namely ProWritingAid, Chat GPT, Essaybot, and Quillbot. ProWritingAid emerged as the most frequently used, indicating the importance of this tool in assisting EFL students in organizing their writing. Thus, the conclusion that can be drawn from this research is that AI writing tools become a valuable resource for EFL students in improving the regularity and organization of their writing. ProWritingAid proved to be the top choice among the various tools available, indicating that its use has a significant impact in improving EFL students' writing abilities. This emphasizes the importance of integrating AI technology in language education, especially in the context of teaching English as a Foreign Language.

Overall, the perceived assistance from AI writing tools shows substantial improvements in the writing assignment organization for EFL students. In particular, these tools help structure introductions by providing structure and guidance. Additionally, they play an essential role in improving the quality of body paragraphs by helping with organization.

AI writing tools prove to be an invaluable resource for EFL students. They also excel at assisting students in outlining the draft and offering clear guidance for effectively organizing ideas. Additionally, these tools contribute significantly to improving the clarity and conciseness of grammatical structures and helping to craft effective writing topic statements. The expression of transitions in EFL students writing tasks is greatly enhanced with AI writing tools, thereby improving the flow of ideas. Lastly, these tools are essential in assiting relevant and credible evidence, enriching the quality of EFL students' writing assignments. Overall, this research underscores the significant contribution of AI writing tools in improving various aspects of writing organization for EFL students, highlighting the importance of such tools in improving the process and quality of writing tasks.

In conclusion, this research investigates the use of AI writing tools in the context of organizing writing assignments in an educational setting. This study investigates EFL students' perceptions regarding the integration of writing tools at various stages of the writing process, including introduction, body paragraphs, and conclusion. Although previous research has explored students' perceptions of the use of AI writing tools in improving the organization and content of their written work, this study reveals new contributions by explaining how AI writing tools are used in organizations when drafting the writing process. By illuminating the role of AI writing tools in not only improving the

organization of the final product but also simplifying the drafting stage, this research enriches our understanding of the impact of various AI writing tools on academic writing practices.

B. Suggestion

Conducting research on the utilization of AI writing tools among English as a Foreign Language (EFL) students offers valuable insights, and future research is encouraged to expand their focus to include a variety of AI writing tools and explore additional dimensions of writing. For example, investigating the impact of AI tools on mechanical aspects and content-related elements can yield valuable insights into the effectiveness of those tools. Additionally, investigating the influence of different types of AI writing tools, such as natural language processing models, grammar checkers, or content generators, on different aspects of writing can provide a deeper understanding of their usefulness. By broadening the scope of investigation to cover the types of AI writing tools used and the various dimensions of writing, future research has the potential to contribute to the exploration of a wider and more diverse type of AI writing tools in supporting EFL students in improving the quality of their writing.

The next suggestion from this research is to collect a wider and more representative sample of the use of AI writing tools in organizing EFL students' writing. By taking a larger sample, the research will be able to provide a more comprehensive understanding of how AI writing tools are used by EFL students in various learning contexts and situations. This

will allow researchers to further evaluate the effectiveness of such tools in improving the overall regularity and organization of EFL students' writing. Thus, the use of a broader sample would help strengthen the findings of this study and provide deeper insight into the role of AI technology in the learning of English as a Foreign Language.

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APPENDIX

Appendix 1 Rubric Organization (Brown & Bailey, 1984, pp. 39-41)

Component of Writing	20 – 18 Excellent to good	17 – 15 Good to Adequate	14 – 12 Adequate to Fair	11 – 6 Unacceptable Not college	5 - 1 Not college Level work
I. Organizati on: Introducti on, Body, and Conclusion	Appropriate title, effective, introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren‟t fully developed; sequence is logical but transitional expression may be absent or misused.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere,	Shaky or minimally recognizable introduction: organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)

Appendix 2 Blue Print Questionnaire of The Use Of AI Writing Tools On EFL Student's Writing Organization

In this digital era, the integration of artificial intelligence (AI) into various aspects of education is increasingly widespread. One area of interest is the use of AI writing tools to improve the writing organization EFL students. This study aims to explore EFL students' perceptions regarding the use of AI writing tools in organizing their writing. Questionnaire adapted from previous research (Perdana & Farida, 2019; Song, 2023; Zulfa et al., 2023; Fauziah & Minarti, 2023; Syahnaz & Fithriani, 2023; Marzuki et al., 2023b; Utami et al., 2023; J. D. Brown & Bailey, 1984), consists of 52 closed questions using a Likert scale, ranging from strongly agree, agree, neutral, disagree and strongly disagree. The indicator of questionnaire consist of perception type of AI writing tools in writing organization, overall perception assistance of AI writing tools, perception of assistance of AI writing tools in organizing introduction, body paragraphs, conclusion, adherence to outlined plan, clarity and conciseness, topic statements, transitional expressions, and use of relevant and credible evidence. EFL students from various universities in East Java will participate in this research by filling out a questionnaire distributed via the Google Form link.

No	Perception Type of AI Writing tools in Writing Organization	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I found ProWritingAid is useful to help me in organize my writing task.					
2	I found Chat GPT is useful to help me in organize my writing task					
3	I found EssayBot is useful to help me in organize my writing task.					
4	I found Quilboot is useful to help me in organize my writing task.					
	Overall Perception					
6	I seek the help of AI writing tools to improve the organization of my writing task.					
7	I rely on AI writing tools for initial organization rather than revising and perfecting my writing task.					
8	Overall AI writing tools bring positive impact on my writing task.					
9	I've noticed improvements in writing organization since starting to use AI writing tools.					
10	AI writing tools have contributed to a clearer structure of my writing task.					
11	I am confident in my ability to organize my writing effectively with the help of AI writing tools.					
12	The user interface and overall usability of AI writing tools fulfill my expectations for crafting content within my organization.					
	Perception in Organizing the Introductions					
13	AI writing tools help me develop the introduction of my writing task.					
14	AI writing tools can overcome the challenges of my writing an introduction such as the right topic.					
15	AI writing tools can contribute to the overall quality of introductions of my writing task.					
16	AI writing tools have the potential to help me make interesting content for my writing task.					
17	Features in the AI writing tools help me paraphrase effective introduction.					
	Perception in Organizing the Body Paragraph					
18	AI writing tools help me develop					

	body paragraphs of my writing task.					
19	AI writing tools provide various choices of transitional words to help me develop coherence among body paragraphs.					
20	AI writing tools help me develop cohesiveness for my body paragraph by providing related pronouns, adjectives, determiners and prepositions.					
21	AI writing tools have the potential to provide reliable references in my body paragraphs.					
22	AI writing tools help me improve the quality of body paragraph of my writing task.					
	Perception in Organizing the Conclusion					
23	Using AI writing tools can produce clear and easy to understand conclusions based on logical and relevant evidence in my writing task.					
24	AI writing tools can help me summarize the main ideas and relevant evidence to be incridible in conclussion.					
25	The conclusions generated by the AI writing tool are able to provide an adequate summary of the entire article.					
26	The clarity and cohesiveness of the conclusions produced by AI writing tools is a clearer of writing than my own conclusion.					
27	AI writing tools can improve the final impression and reader's impression of my writing as a whole.					
	Assisting in Outlining the Draft					
28	AI writing tools provide clear guidelines or structure that help me organize my ideas effectively.					
29	AI writing tools contribute to the logical development of my ideas in writing task.					
30	Using AI writing tools writing increased the coherence of my writing task.					
31	AI writing tools help me maintain a clear and organized plan throughout the drafting process.					
32	AI writing tools contribute positively to the overall structure and organization of my writing					

	task.					
	Assisting in making Clarity and Conciseness Text					
33	Using AI writing tools in learning English as a Foreign Language (EFL) improves the clarity and conciseness of my writing task.					
34	AI writing tools are effective in helping express complex ideas concisely and straightforwardly in my writing task.					
35	AI writing tools contribute to my understanding of grammatical structures and language conventions, ultimately improving the clarity of my writing task.					
36	AI writing tools provide accurate and clear feedback, especially in terms of grammar, and word machine of my writing task.					
37	AI writing tools provide variant language to help me express my ideas in my writing task.					
	Asssiting in Composing Topic Sentences					
38	AI writing tools help me compose writing topic statements more effectively.					
39	AI writing tools to provide suggestions or creative ideas for writing on certain topics.					
40	Using AI writing tools can speed up my writing process.					
41	Using AI writing tools can help me avoid grammatical errors in writing.					
42	Using AI writing tools can enlarge the quality of the topic being discussed in my writing task.					
	Asssiting in Making Transitional Expression					
43	AI writing tools were useful in guiding me through changing ideas and facilitating a more coherent in my writing task.					
44	The AI writing tool's features of auto-suggesting transitional phrases, sentence restructuring recommendations and context-aware word suggestions contributed to integrating transitional expressions into my writing smoothly.					
45	Overal the AI writing tools were effective in improving the transition flow of my writing task.					

46	AI writing tools have a positive impact on the ability to express ideas coherently of my writing task.					
47	AI writing tools in the context of EFL education to improve the coherence and readability of my writing task.					
	Assisting in the Use of Relevant and Credible Evidence					
48	AI writing tools can present important points that are relevant in my writing task.					
49	AI writing tools can present relevant and credible evidence to support generalizations or points made in my writing task.					
50	AI writing tools can strengthen the validity of information conveyed in my writing task.					
51	AI writing tools are able to present relevant and up-to-date empirical evidence to support my writing task.					
52	AI writing tools can produce writing that is reliable and valid in terms of the information presented.					

Appendix 3 The Results of Validity Questionnaires

The result of validity questionnaires

Number of Items	r_{Count}	r_{Table}	sig. (2-tailed)	Significant	Result
1	0.547	0.148	<0.001	0.05	VALID
2	0.509	0.148	<0.001	0.05	VALID
3	0.560	0.148	<0.001	0.05	VALID
4	0.634	0.148	<0.001	0.05	VALID
6	0.638	0.148	<0.001	0.05	VALID
7	0.563	0.148	<0.001	0.05	VALID
8	0.638	0.148	<0.001	0.05	VALID
9	0.702	0.148	<0.001	0.05	VALID
10	0.735	0.148	<0.001	0.05	VALID
11	0.658	0.148	<0.001	0.05	VALID
12	0.701	0.148	<0.001	0.05	VALID
13	0.581	0.148	<0.001	0.05	VALID
14	0.602	0.148	<0.001	0.05	VALID
15	0.575	0.148	<0.001	0.05	VALID
16	0.661	0.148	<0.001	0.05	VALID
17	0.692	0.148	<0.001	0.05	VALID
18	0.635	0.148	<0.001	0.05	VALID
19	0.590	0.148	<0.001	0.05	VALID
20	0.717	0.148	<0.001	0.05	VALID
21	0.721	0.148	<0.001	0.05	VALID
22	0.718	0.148	<0.001	0.05	VALID
23	0.629	0.148	<0.001	0.05	VALID
24	0.625	0.148	<0.001	0.05	VALID
25	0.741	0.148	<0.001	0.05	VALID
26	0.731	0.148	<0.001	0.05	VALID
27	0.717	0.148	<0.001	0.05	VALID
28	0.660	0.148	<0.001	0.05	VALID
29	0.623	0.148	<0.001	0.05	VALID
30	0.729	0.148	<0.001	0.05	VALID
31	0.647	0.148	<0.001	0.05	VALID
32	0.713	0.148	<0.001	0.05	VALID
33	0.657	0.148	<0.001	0.05	VALID
34	0.678	0.148	<0.001	0.05	VALID
35	0.660	0.148	<0.001	0.05	VALID
36	0.692	0.148	<0.001	0.05	VALID
37	0.683	0.148	<0.001	0.05	VALID
38	0.582	0.148	<0.001	0.05	VALID

39	0.648	0.148	<0.001	0.05	VALID
40	0.477	0.148	<0.001	0.05	VALID
41	0.533	0.148	<0.001	0.05	VALID
42	0.690	0.148	<0.001	0.05	VALID
43	0.637	0.148	<0.001	0.05	VALID
44	0.739	0.148	<0.001	0.05	VALID
45	0.686	0.148	<0.001	0.05	VALID
46	0.643	0.148	<0.001	0.05	VALID
47	0.737	0.148	<0.001	0.05	VALID
48	0.574	0.148	<0.001	0.05	VALID
49	0.700	0.148	<0.001	0.05	VALID
50	0.737	0.148	<0.001	0.05	VALID
51	0.710	0.148	<0.001	0.05	VALID
52	0.671	0.148	<0.001	0.05	VALID

Appendix 4 Frequency Table Distribution

Perception on the Type of AI writing tools in Writing Organization

1. I found ProWritingAid is useful to help me in organize my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.1	1.1	1.1
	Disagree	2	1.1	1.1	2.2
	Neutral	26	14.4	14.4	16.7
	Agree	109	60.6	60.6	77.2
	Strongly Agree	41	22.8	22.8	100.0
	Total	180	100.0	100.0	

2. I found Chat GPT is useful to help me in organize my writing task

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	1.7	1.7	1.7
	Neutral	20	11.1	11.1	12.8
	Agree	103	57.2	57.2	70.0
	Strongly Agree	54	30.0	30.0	100.0
	Total	180	100.0	100.0	

3. I found EssayBot is useful to help me in organize my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.1	1.1	1.1
	Disagree	5	2.8	2.8	3.9
	Neutral	40	22.2	22.2	26.1
	Agree	93	51.7	51.7	77.8
	Strongly Agree	40	22.2	22.2	100.0
	Total	180	100.0	100.0	

4. I found Quilboot is useful to help me in organize my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.1	1.1	1.1

	Disagree	4	2.2	2.2	3.3
	Neutral	24	13.3	13.3	16.7
	Agree	90	50.0	50.0	66.7
	Strongly Agree	60	33.3	33.3	100.0
	Total	180	100.0	100.0	

Overall Perception

5. I seek the help of AI writing tools to improve the organization of my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.1	1.1	1.1
	Disagree	1	.6	.6	1.7
	Neutral	28	15.6	15.6	17.2
	Agree	106	58.9	58.9	76.1
	Strongly Agree	43	23.9	23.9	100.0
	Total	180	100.0	100.0	

6. I rely on AI writing tools for initial organization rather than revising and perfecting my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	20	11.1	11.1	11.7
	Neutral	40	22.2	22.2	33.9
	Agree	80	44.4	44.4	78.3
	Strongly Agree	39	21.7	21.7	100.0
	Total	180	100.0	100.0	

7. Overall AI writing tools bring positive impact of AI writing tools on my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	2.8	2.8	2.8
	Neutral	28	15.6	15.6	18.3
	Agree	101	56.1	56.1	74.4
	Strongly Agree	46	25.6	25.6	100.0

	Total	180	100.0	100.0	

8. I've noticed improvements in writing organization since starting to use AI writing tools.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.2	2.2	2.2
	Neutral	34	18.9	18.9	21.1
	Agree	100	55.6	55.6	76.7
	Strongly Agree	42	23.3	23.3	100.0
	Total	180	100.0	100.0	

9. AI writing tools have contributed to a clearer structure of my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	6	3.3	3.3	3.9
	Neutral	22	12.2	12.2	16.1
	Agree	100	55.6	55.6	71.7
	Strongly Agree	51	28.3	28.3	100.0
	Total	180	100.0	100.0	

10. I am confident in my ability to organize my writing effectively with the help of AI writing tools.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	15	8.3	8.3	8.9
	Neutral	34	18.9	18.9	27.8
	Agree	89	49.4	49.4	77.2
	Strongly Agree	41	22.8	22.8	100.0
	Total	180	100.0	100.0	

11. The user interface and overall usability of AI writing tools fulfill my expectations for crafting content within my organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.2	2.2	2.2
	Neutral	49	27.2	27.2	29.4
	Agree	82	45.6	45.6	75.0
	Strongly Agree	45	25.0	25.0	100.0
	Total	180	100.0	100.0	

12. AI writing tools help me develop introduction of my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.1	1.1	1.1
	Disagree	5	2.8	2.8	3.9
	Neutral	23	12.8	12.8	16.7
	Agree	114	63.3	63.3	80.0
	Strongly Agree	36	20.0	20.0	100.0
	Total	180	100.0	100.0	

Perception in Organizing the Introductions

13. AI writing tools can overcome the challenges of my writing an introduction such as the right topic.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1.7	1.7	1.7
	Disagree	3	1.7	1.7	3.3
	Neutral	23	12.8	12.8	16.1
	Agree	106	58.9	58.9	75.0
	Strongly Agree	45	25.0	25.0	100.0
	Total	180	100.0	100.0	

14. AI writing tools can contribute the overall quality of introductions of my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.1	1.1	1.1
	Disagree	10	5.6	5.6	6.7
	Neutral	30	16.7	16.7	23.3
	Agree	94	52.2	52.2	75.6
	Strongly Agree	44	24.4	24.4	100.0
	Total	180	100.0	100.0	

15. AI writing tools have the potential to help me make an interesting content for my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.1	1.1	1.1
	Disagree	8	4.4	4.4	5.6
	Neutral	29	16.1	16.1	21.7
	Agree	103	57.2	57.2	78.9
	Strongly Agree	38	21.1	21.1	100.0
	Total	180	100.0	100.0	

16. Features in the AI writing tools help me paraphrase effective introduction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	3.3	3.3	3.3
	Neutral	21	11.7	11.7	15.0
	Agree	104	57.8	57.8	72.8
	Strongly Agree	49	27.2	27.2	100.0
	Total	180	100.0	100.0	

17. AI writing tools help me develop body paragraph of my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	6	3.3	3.3	3.9
	Neutral	31	17.2	17.2	21.1
	Agree	98	54.4	54.4	75.6
	Strongly Agree	44	24.4	24.4	100.0
	Total	180	100.0	100.0	

Perception in Organizing the Body Paragraph

18. AI writing tools provide various choice of transtional word to help me develop coherence among body paragraph.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.2	2.2	2.2
	Neutral	31	17.2	17.2	19.4
	Agree	91	50.6	50.6	70.0
	Strongly Agree	54	30.0	30.0	100.0
	Total	180	100.0	100.0	

19. AI writing tools help me develop cohesive for my body paragraph by providing related pronoun, adjective, determiner and preposition.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	2	1.1	1.1	1.7
	Neutral	31	17.2	17.2	18.9
	Agree	88	48.9	48.9	67.8
	Strongly Agree	58	32.2	32.2	100.0
	Total	180	100.0	100.0	

20. AI writing tools have the potential to provide reliable references in my body paragraphs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	9	5.0	5.0	5.6
	Neutral	42	23.3	23.3	28.9
	Agree	86	47.8	47.8	76.7
	Strongly Agree	42	23.3	23.3	100.0
	Total	180	100.0	100.0	

21. AI writing tools help me improve the quality of body paragraph of my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	4	2.2	2.2	2.8
	Neutral	25	13.9	13.9	16.7
	Agree	105	58.3	58.3	75.0
	Strongly Agree	45	25.0	25.0	100.0
	Total	180	100.0	100.0	

22. Using AI writing tools can produce clear and easy to understand conclusions based on logical and relevant evidence in my writing task.

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Disagree	6	3.3	3.3	3.3
	Neutral	31	17.2	17.2	20.6
	Agree	96	53.3	53.3	73.9
	Strongly Agree	47	26.1	26.1	100.0
	Total	180	100.0	100.0	

Perception in Organizing the Conclusion

23. AI writing tools can help me summarize the main ideas and relevant evidence to be incridible in conclussion.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	8	4.4	4.4	5.0
	Neutral	18	10.0	10.0	15.0
	Agree	102	56.7	56.7	71.7
	Strongly Agree	51	28.3	28.3	100.0
	Total	180	100.0	100.0	

24. The conclusions generated by the AI writing tool are able to provide an adequate summary of the entire article.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	5	2.8	2.8	3.3
	Neutral	42	23.3	23.3	26.7
	Agree	80	44.4	44.4	71.1
	Strongly Agree	52	28.9	28.9	100.0
	Total	180	100.0	100.0	

25. The clarity and cohesiveness of the conclusions produced by AI writing tools is a clearer of writing than my own conclusion.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1.7	1.7	1.7
	Disagree	11	6.1	6.1	7.8
	Neutral	45	25.0	25.0	32.8
	Agree	80	44.4	44.4	77.2

	Strongly Agree	41	22.8	22.8	100.0
	Total	180	100.0	100.0	

26. AI writing tools can improve the final impression and reader's impression of my writing as a whole.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1.7	1.7	1.7
	Disagree	6	3.3	3.3	5.0
	Neutral	41	22.8	22.8	27.8
	Agree	83	46.1	46.1	73.9
	Strongly Agree	47	26.1	26.1	100.0
	Total	180	100.0	100.0	

27. AI writing tools provide clear guidelines or structure that help me organize my ideas effectively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	2.8	2.8	2.8
	Neutral	26	14.4	14.4	17.2
	Agree	111	61.7	61.7	78.9
	Strongly Agree	38	21.1	21.1	100.0
	Total	180	100.0	100.0	

Assisting in Outlining the Draft

28. AI writing tools contribute to the logical development of my ideas in writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.2	2.2	2.2
	Neutral	36	20.0	20.0	22.2
	Agree	96	53.3	53.3	75.6
	Strongly Agree	44	24.4	24.4	100.0
	Total	180	100.0	100.0	

29. Using AI writing tools writing increased the coherence of my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	1.7	1.7	1.7
	Neutral	35	19.4	19.4	21.1
	Agree	91	50.6	50.6	71.7
	Strongly Agree	51	28.3	28.3	100.0
	Total	180	100.0	100.0	

30. AI writing tools help me maintain a clear and organized plan throughout the drafting process.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	3.9	3.9	3.9
	Neutral	40	22.2	22.2	26.1
	Agree	87	48.3	48.3	74.4
	Strongly Agree	46	25.6	25.6	100.0
	Total	180	100.0	100.0	

31. AI writing tools contribute positively to the overall structure and organization of my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	6	3.3	3.3	3.9
	Neutral	32	17.8	17.8	21.7
	Agree	94	52.2	52.2	73.9
	Strongly Agree	47	26.1	26.1	100.0
	Total	180	100.0	100.0	

32. Using AI writing tools in learning English as a Foreign Language (EFL) improves the clarity and conciseness of my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.2	2.2	2.2
	Neutral	36	20.0	20.0	22.2
	Agree	96	53.3	53.3	75.6
	Strongly Agree	44	24.4	24.4	100.0
	Total	180	100.0	100.0	

Assisting in Making Clarity and Conciseness

33. AI writing tools are effective in helping express complex ideas concisely and straightforwardly in my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.1	1.1	1.1
	Disagree	3	1.7	1.7	2.8
	Neutral	32	17.8	17.8	20.6
	Agree	95	52.8	52.8	73.3
	Strongly Agree	48	26.7	26.7	100.0
	Total	180	100.0	100.0	

34. AI writing tools contribute to my understanding of grammatical structures and language conventions, ultimately improving the clarity of my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.1	1.1	1.1
	Disagree	2	1.1	1.1	2.2
	Neutral	24	13.3	13.3	15.6

	Agree	103	57.2	57.2	72.8
	Strongly Agree	49	27.2	27.2	100.0
	Total	180	100.0	100.0	

35. AI writing tools provide accurate and clear feedback, especially in terms of grammar, and word machine of my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.1	1.1	1.1
	Neutral	31	17.2	17.2	18.3
	Agree	103	57.2	57.2	75.6
	Strongly Agree	44	24.4	24.4	100.0
	Total	180	100.0	100.0	

36. AI writing tools provide variant language to help me express my ideas in my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	1.7	1.7	1.7
	Neutral	32	17.8	17.8	19.4
	Agree	93	51.7	51.7	71.1
	Strongly Agree	52	28.9	28.9	100.0
	Total	180	100.0	100.0	

37. AI writing tools help me compose writing topic statements more effectively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	1.7	1.7	1.7
	Neutral	27	15.0	15.0	16.7
	Agree	112	62.2	62.2	78.9
	Strongly Agree	38	21.1	21.1	100.0
	Total	180	100.0	100.0	

Assisting in Composing Topic Sentences

38. AI writing tools to provide suggestions or creative ideas for writing on certain topics.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.1	1.1	1.1
	Neutral	24	13.3	13.3	14.4
	Agree	102	56.7	56.7	71.1
	Strongly Agree	52	28.9	28.9	100.0
	Total	180	100.0	100.0	

39. Using AI writing tools can speed up my writing process.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	6	3.3	3.3	3.9
	Neutral	27	15.0	15.0	18.9
	Agree	94	52.2	52.2	71.1
	Strongly Agree	52	28.9	28.9	100.0
	Total	180	100.0	100.0	

40. Using AI writing tools can help me avoid grammatical errors in writing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	2	1.1	1.1	1.7
	Neutral	29	16.1	16.1	17.8
	Agree	97	53.9	53.9	71.7
	Strongly Agree	51	28.3	28.3	100.0
	Total	180	100.0	100.0	

41. Using AI writing tools can enlarge the quality of the topic being discussed in my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	2.8	2.8	2.8
	Neutral	32	17.8	17.8	20.6
	Agree	97	53.9	53.9	74.4
	Strongly Agree	46	25.6	25.6	100.0
	Total	180	100.0	100.0	

42. AI writing tools were useful in guiding me through changing ideas and facilitating a more coherent in my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	.6	.6	.6
	Neutral	38	21.1	21.1	21.7
	Agree	101	56.1	56.1	77.8
	Strongly Agree	40	22.2	22.2	100.0
	Total	180	100.0	100.0	

Assisting in Making Transitional Expression

43. The AI writing tool's features of auto-suggesting transitional phrases, sentence restructuring recommendations and context-aware word suggestions contributed to integrating transitional expressions into my writing smoothly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.2	2.2	2.2
	Neutral	38	21.1	21.1	23.3
	Agree	84	46.7	46.7	70.0
	Strongly Agree	54	30.0	30.0	100.0
	Total	180	100.0	100.0	

44. Overall the AI writing tools were effective in improving the transition flow of my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	5	2.8	2.8	3.3
	Neutral	27	15.0	15.0	18.3
	Agree	105	58.3	58.3	76.7
	Strongly Agree	42	23.3	23.3	100.0
	Total	180	100.0	100.0	

45. AI writing tools have a positive impact on the ability to express ideas coherently of my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	4	2.2	2.2	2.8
	Neutral	30	16.7	16.7	19.4
	Agree	101	56.1	56.1	75.6
	Strongly Agree	44	24.4	24.4	100.0
	Total	180	100.0	100.0	

46. AI writing tools in the context of EFL education to improve the coherence and readability of my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Disagree	6	3.3	3.3	3.3
	Neutral	26	14.4	14.4	17.8
	Agree	98	54.4	54.4	72.2
	Strongly Agree	50	27.8	27.8	100.0
	Total	180	100.0	100.0	

47. AI writing tools can present important points that are relevant in my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	1.7	1.7	1.7
	Neutral	24	13.3	13.3	15.0
	Agree	110	61.1	61.1	76.1
	Strongly Agree	43	23.9	23.9	100.0
	Total	180	100.0	100.0	

Assisting the use of Relevant and Credible Evidence Text

48. AI writing tools can present relevant and credible evidence to support generalizations or points made in my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	2.8	2.8	2.8
	Neutral	30	16.7	16.7	19.4
	Agree	95	52.8	52.8	72.2
	Strongly Agree	50	27.8	27.8	100.0
	Total	180	100.0	100.0	

49. AI writing tools can strengthen the validity of information conveyed in my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.2	2.2	2.2
	Neutral	43	23.9	23.9	26.1
	Agree	81	45.0	45.0	71.1
	Strongly Agree	52	28.9	28.9	100.0
	Total	180	100.0	100.0	

50. AI writing tools are able to present relevant and up-to-date empirical evidence to support my writing task.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	5	2.8	2.8	3.3
	Neutral	35	19.4	19.4	22.8
	Agree	98	54.4	54.4	77.2
	Strongly Agree	41	22.8	22.8	100.0
	Total	180	100.0	100.0	

51. AI writing tools can produce writing that is reliable and valid in terms of the information presented.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	1.7	1.7	1.7
	Neutral	44	24.4	24.4	26.1
	Agree	93	51.7	51.7	77.8
	Strongly Agree	40	22.2	22.2	100.0
	Total	180	100.0	100.0	

RIWAYAT HIDUP

Lusia Senciana Lahir di Maluku, 18 Mei 2002. Ia merupakan anak pertama dari tiga bersaudara. Ia tinggal di Dusun Banjarsari Desa Bareng Kecamatan Bareng. Riwayat Pendidikan yang pernah ia tempuh yaitu di SDN Bareng 5 dan lulus tahun 2013, kemudian ia melanjutkan di SMPN 1 Bareng dan lulus pada tahun 2016, dan kemudian ia melanjutkan lagi di SMKN Mojoagung lulus pada tahun 2019. Setelah ia berhasil menyelesaikan pendidikan di tingkat SD, SMP, dan SMK ia kemudian melanjutkan pendidikannya di Universitas PGRI Jombang yang dimulai dari tahun 2020. Di Universitas PGRI Jombang ia mengambil Fakultas Pendidikan Prodi Pendidikan Bahasa Inggris.